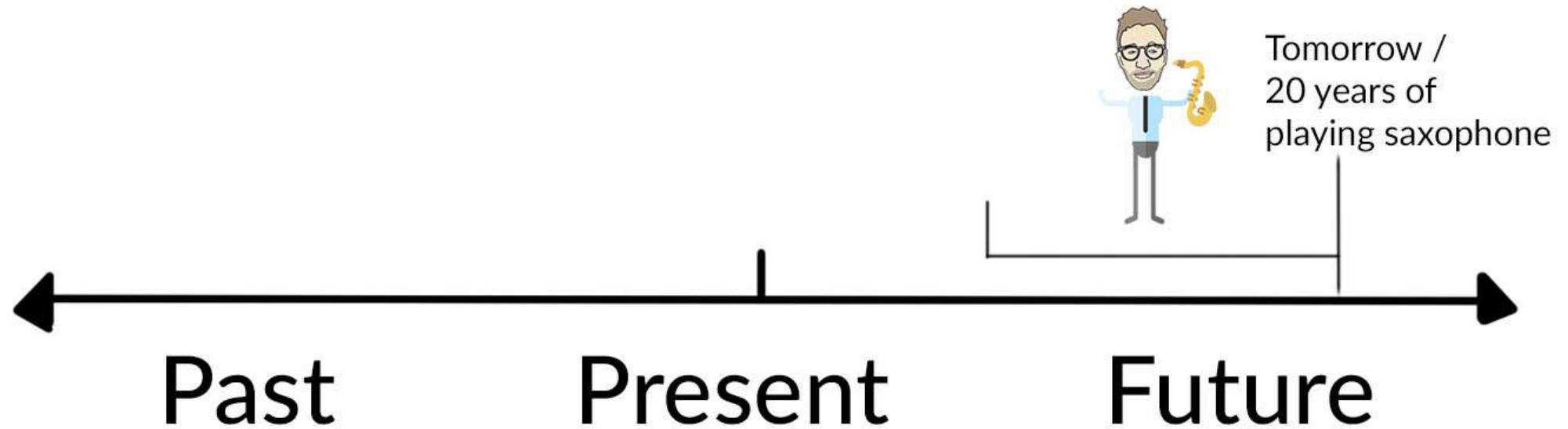


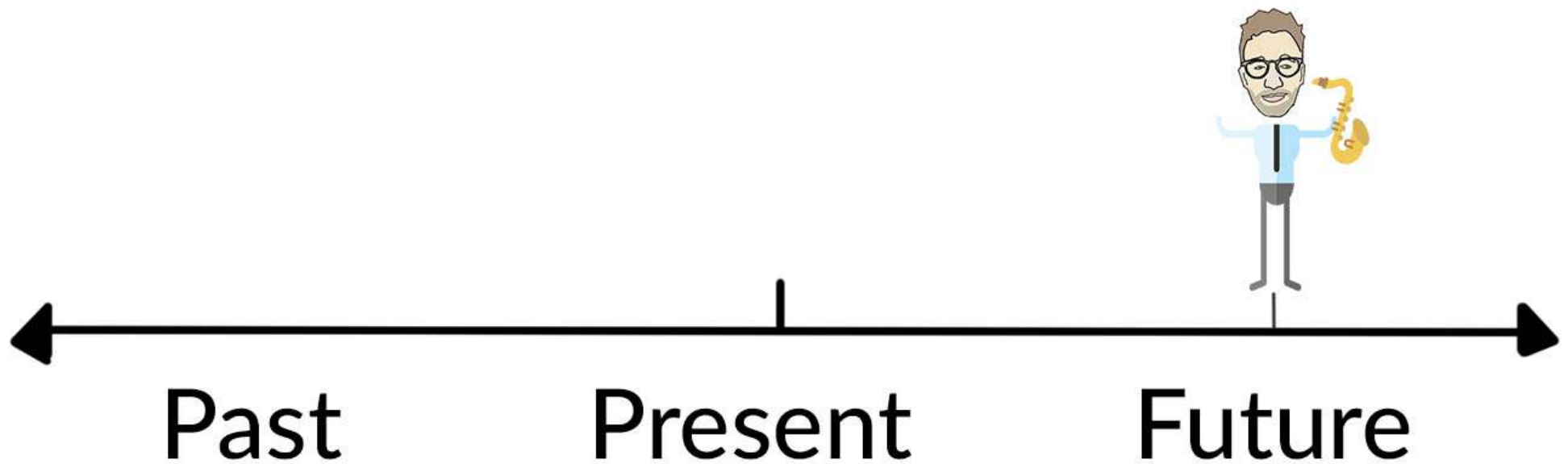
Tomorrow, Kallan **will have been playing** for 20 years.

The action in the future will have been happening for a length of time until another action/time in the future.



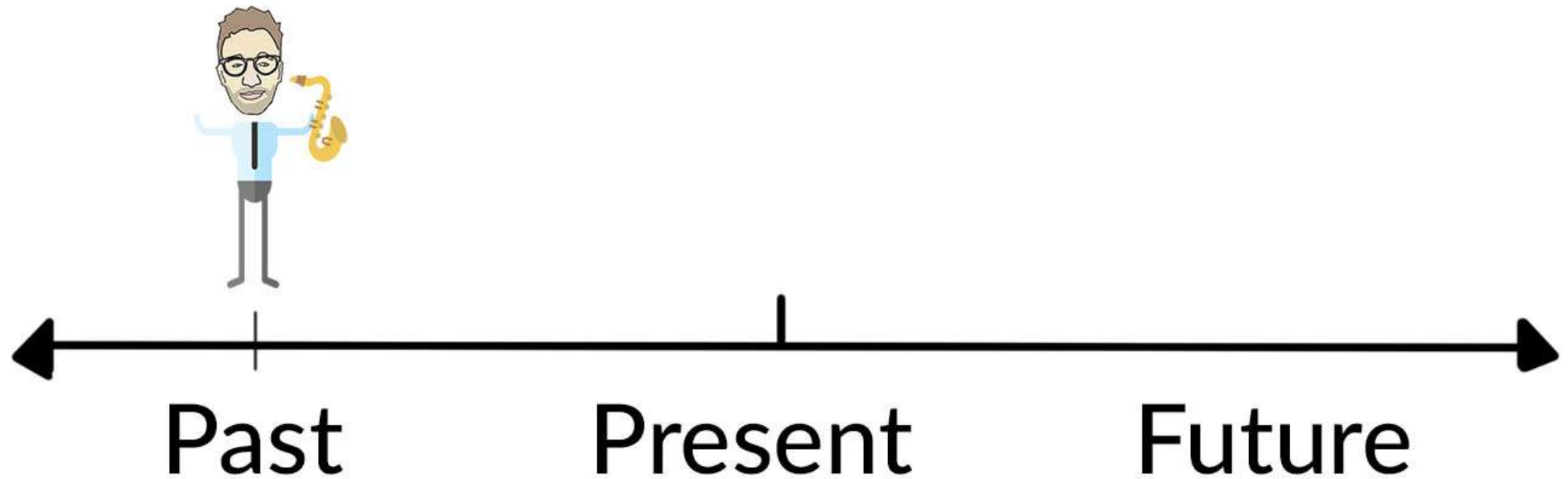
Kallan **will play** the saxophone.

At some point in the future this action will happen. Later.



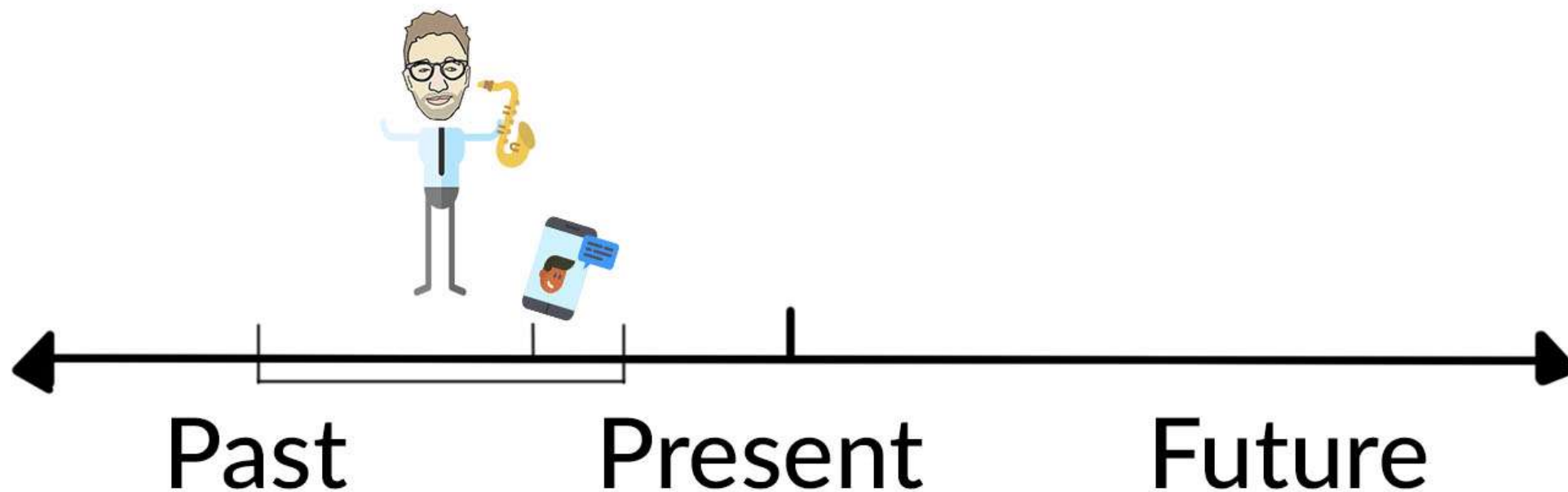
Kallan **played** the saxophone

He did it in the past. The action finished and stopped earlier. Done.



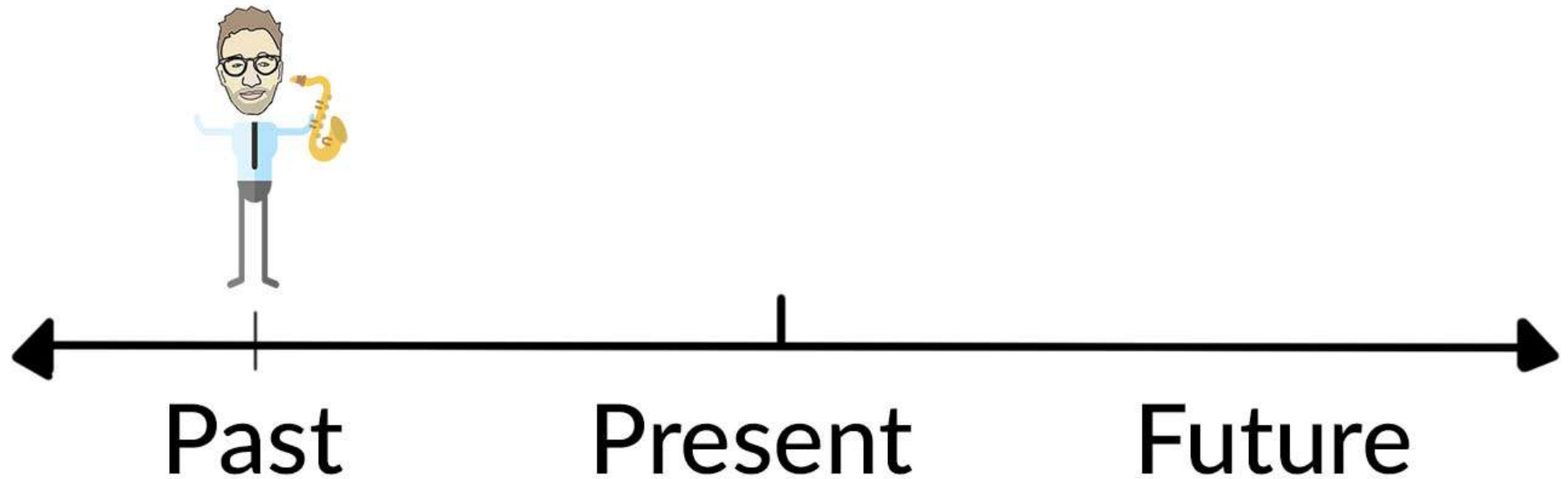
Kallan **was playing** the saxophone when you tried to call.

It was happening. A shorter action also happened during that action.



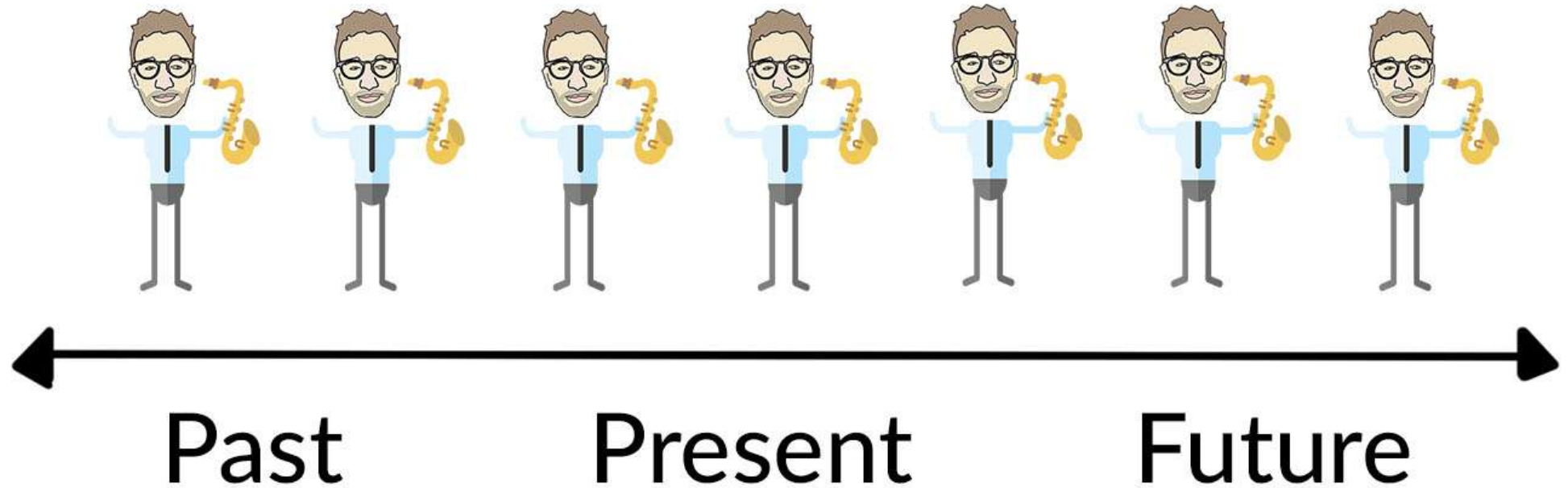
Kallan **played** the saxophone

He did it in the past. The action finished and stopped earlier. Done.



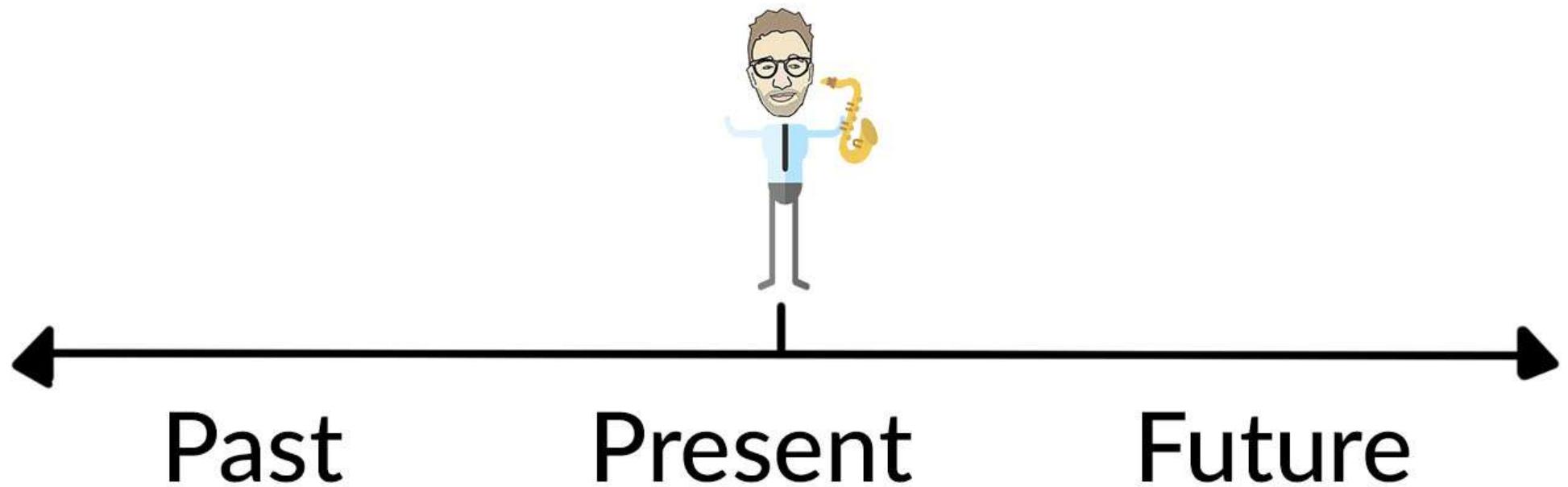
Kallan **plays** the saxophone

He did it before. He does it now.
He will continue to do it in the future.



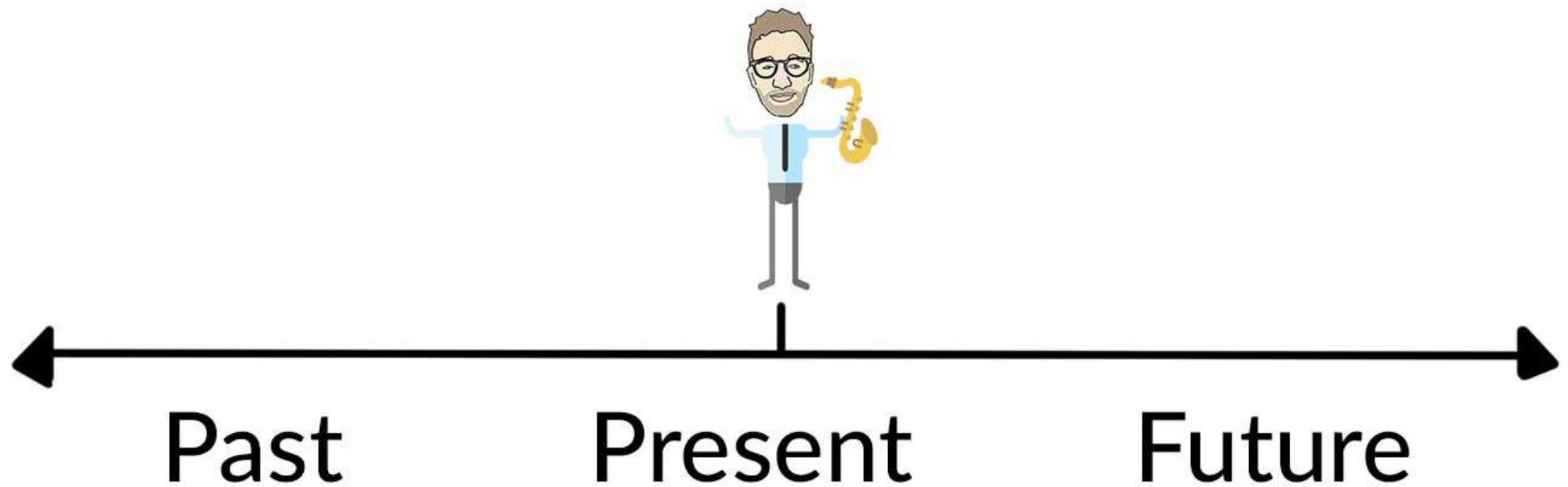
Kallan **is playing** the saxophone

He is doing it now. We don't know if he did it before or will do it again.



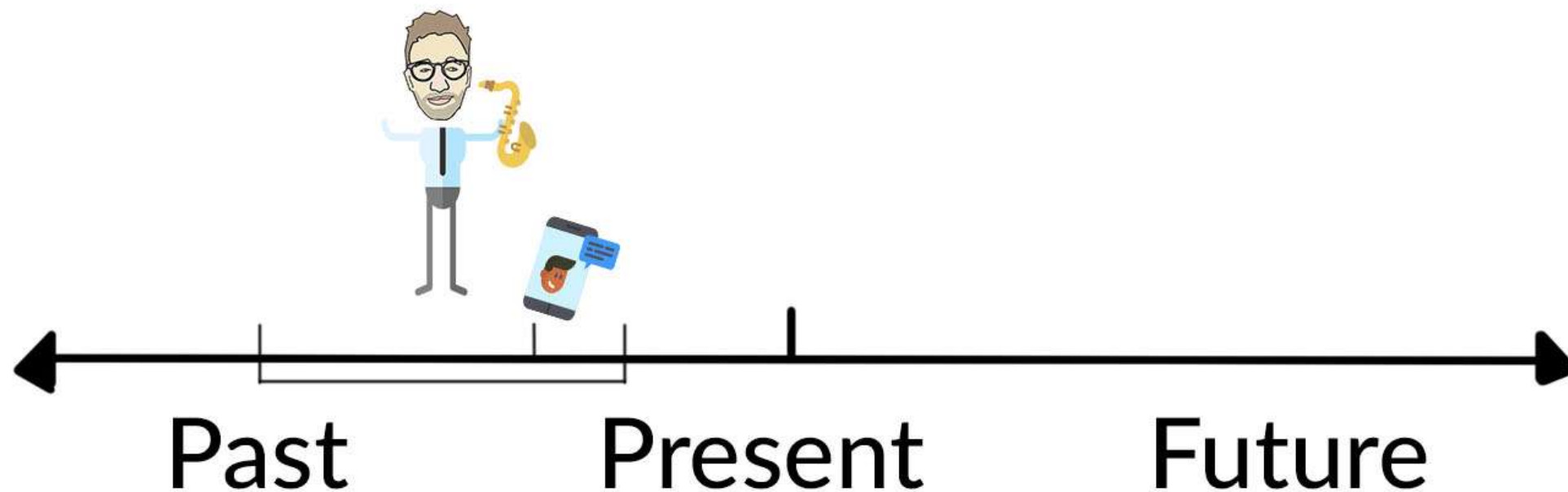
Kallan **is playing** the saxophone

He is doing it now. We don't know if he did it before or will do it again.



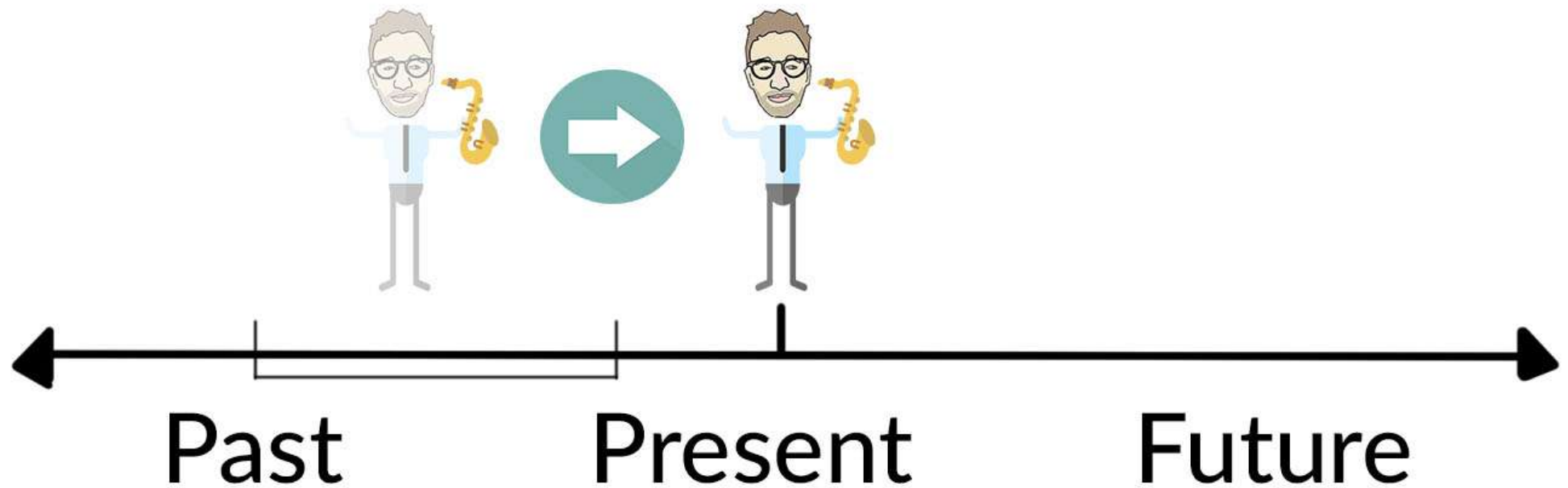
Kallan **was playing** the saxophone when you tried to call.

It was happening. A shorter action also happened during that action.



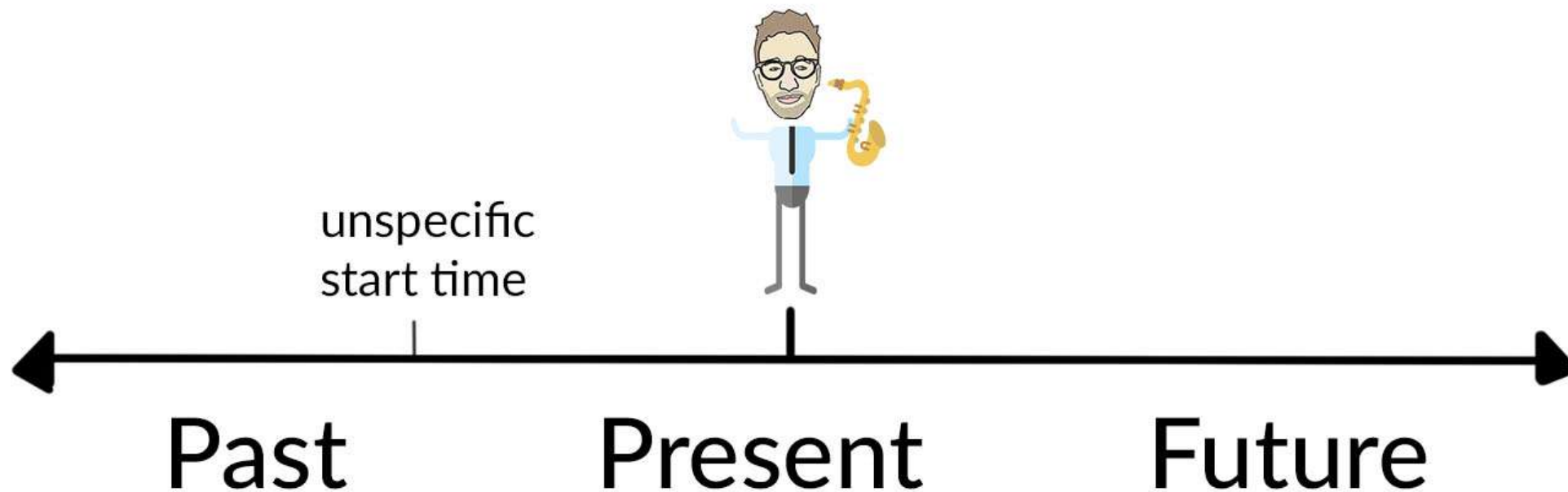
Kallan **has played** saxophone today.

It happened recently and finished with some effect on the present. For example, maybe he had to play before being able to watch TV *now*.



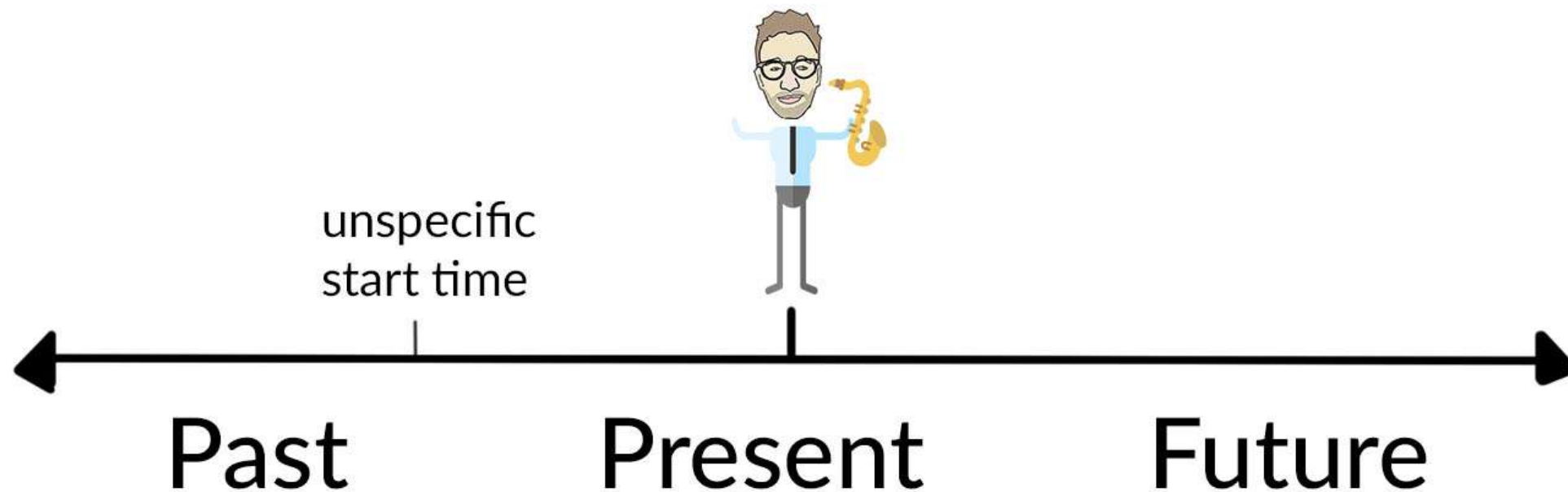
Kallan has been playing saxophone today.

It started in the past and either recently ended or continues in the present. *More focus on the past start point* compared to present continuous.



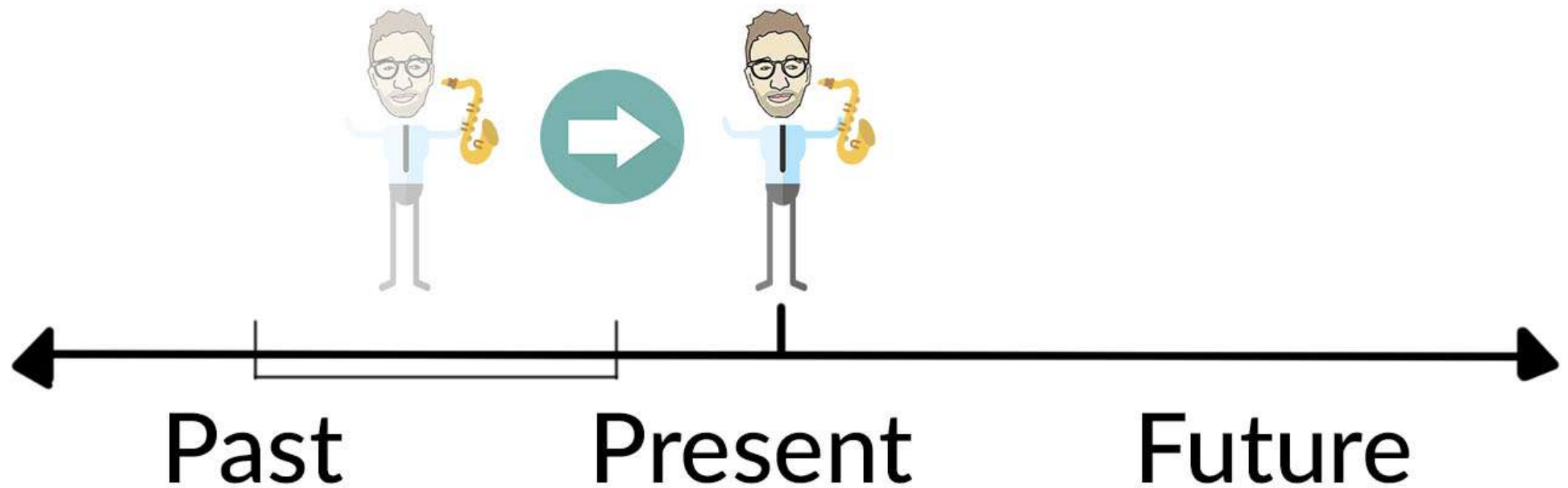
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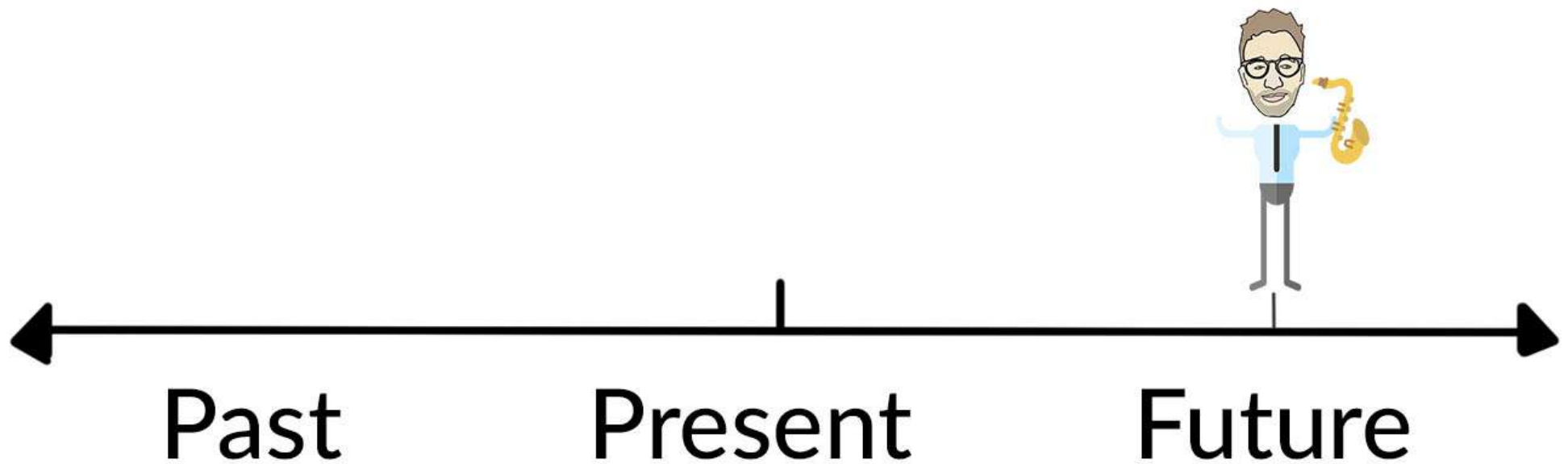
Kallan **has played** saxophone today.

It happened recently and finished with some effect on the present. For example, maybe he had to play before being able to watch TV *now*.



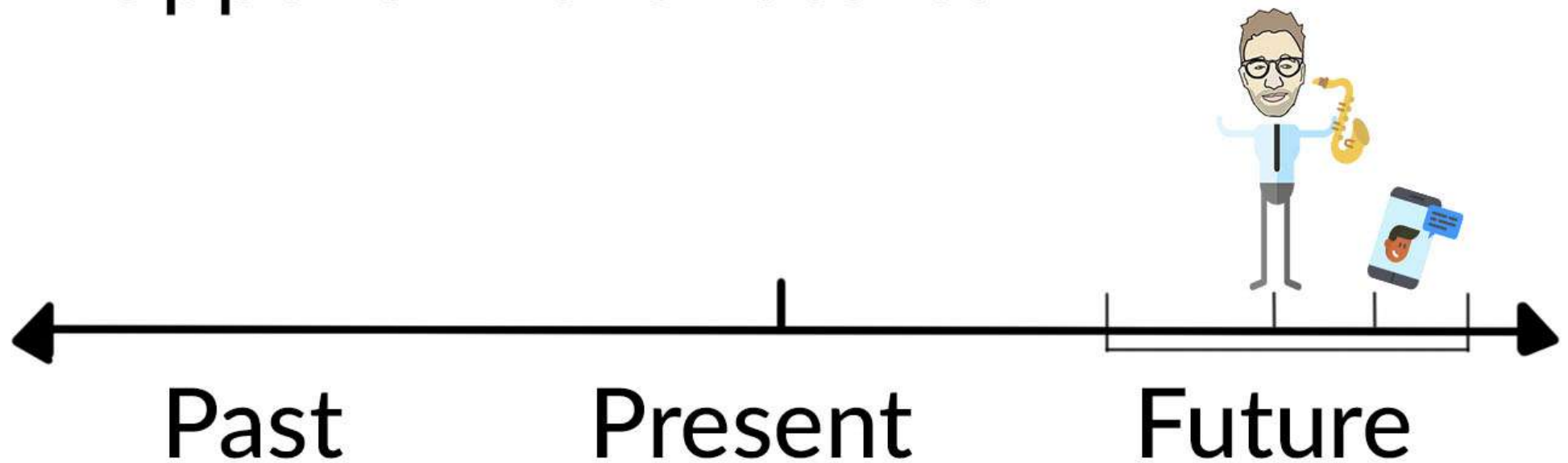
Kallan **will play** the saxophone.

At some point in the future this action will happen. Later.



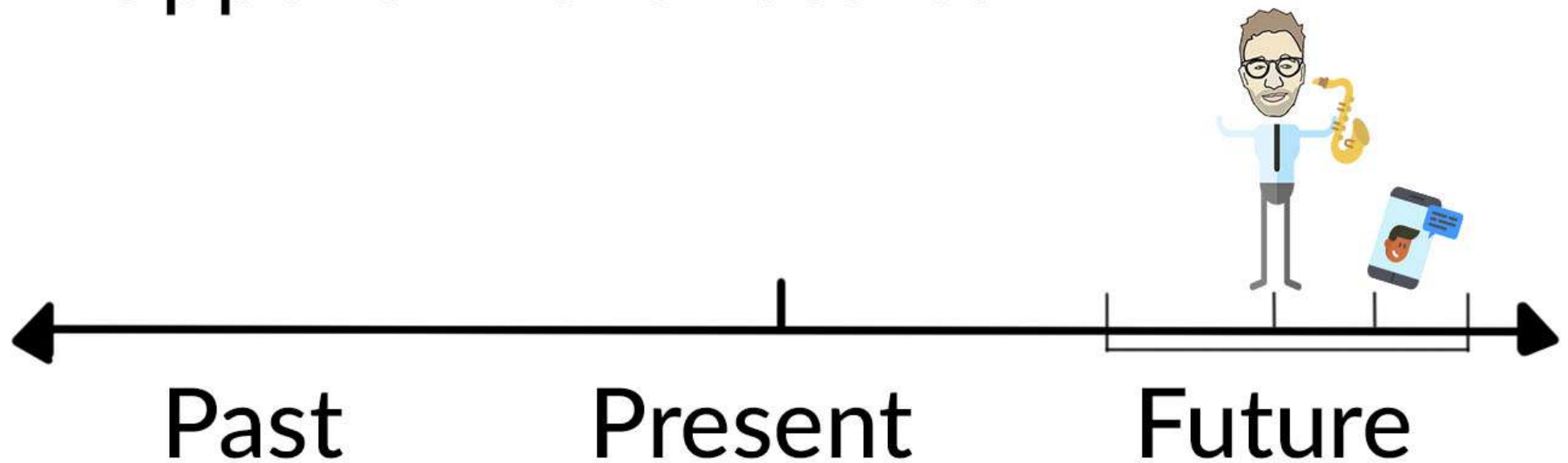
Kallan will be playing the saxophone when you call.

It will be happening in the future
when another shorter action
happens in the future.



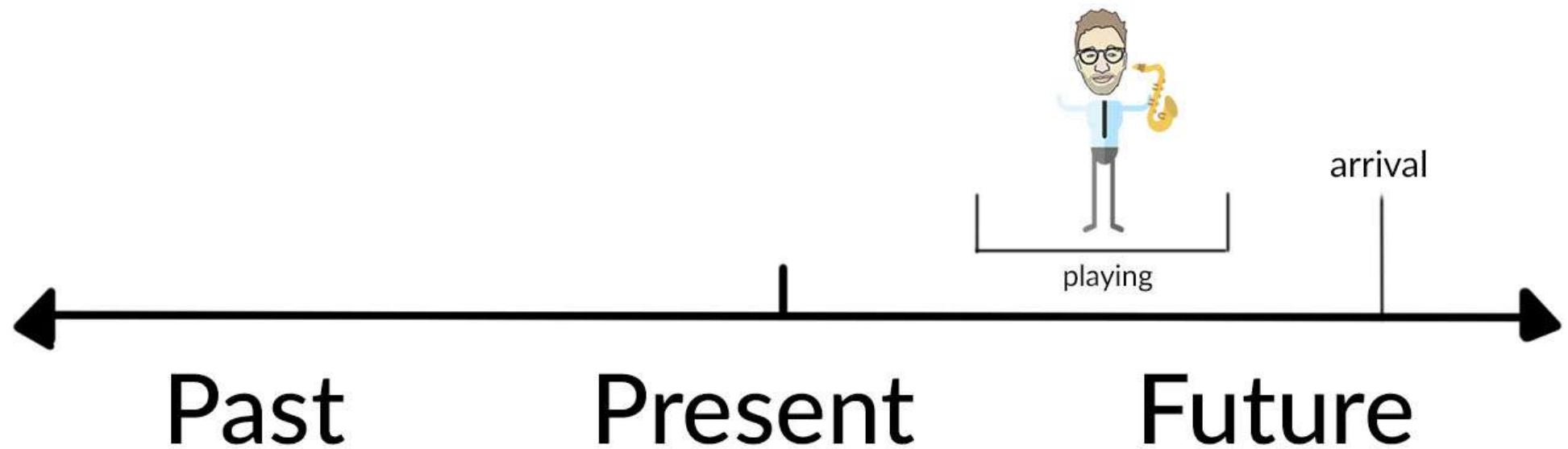
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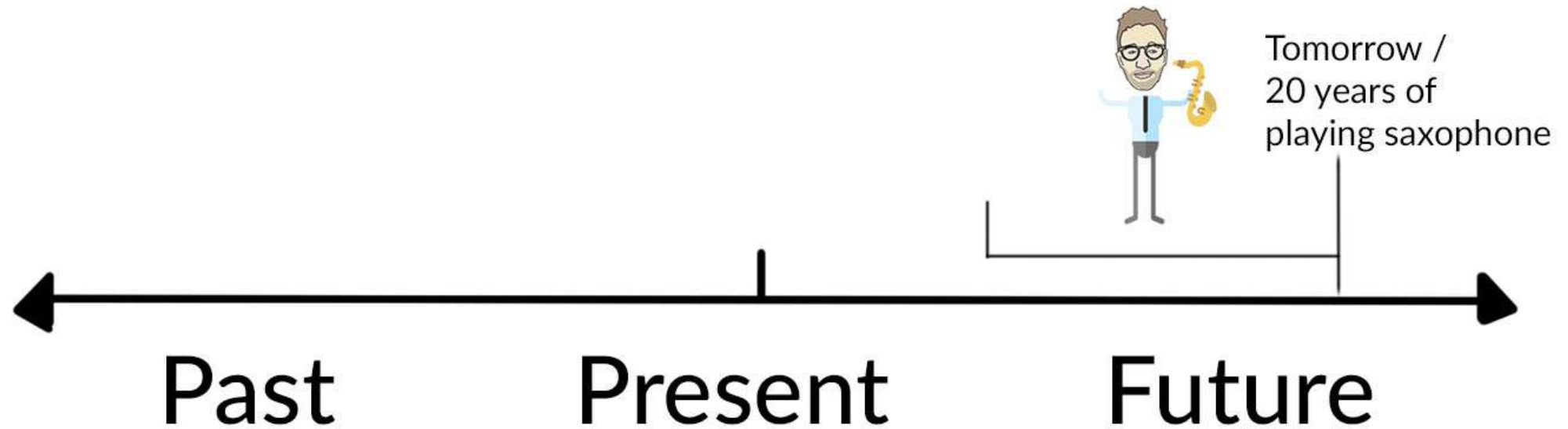
By the time we arrive, he **will have finished** playing.

An action in the future will finish before another time/action in the future.



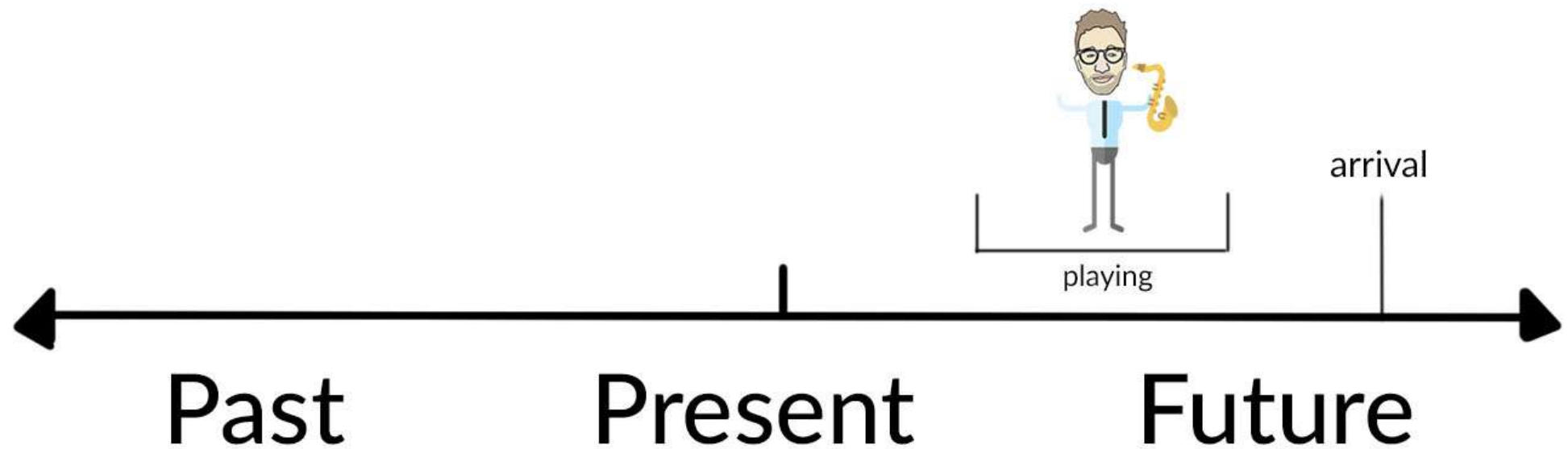
Tomorrow, Kallan **will have been playing** for 20 years.

The action in the future will have been happening for a length of time until another action/time in the future.



By the time we arrive, he **will have finished** playing.

An action in the future will finish before another time/action in the future.



Practice: To be

1. Change the following into the short form

- a. That is it _____
- b. They are not with us _____
- c. That is not mine _____
- d. I am here _____
- e. We are at home _____
- f. He is at the bank _____
- g. We are not late _____
- h. She is upset _____
- i. You are not at work _____
- j. They are upstairs _____

k. I am not happy _____

l. You are 53 years old _____

2. Fill in the blank with am, is or are

a. She _____ at home with the dog

b. The sky _____ beautiful today

c. Oh, there it _____

d. The desks _____ very heavy

e. It _____ time to go!

f. They _____ in their 30s

g. The homework _____ late

h. Your advice _____ terrible

i. I _____ not the first one here

j. There _____ a book on the table

k. If you want, I _____ available after dinner

3. Introduce yourself in the course “Q&A” section. Use

mine as an example. *My name is Kallan. I’m 29 years old. I’m from the United states. I’m an English teacher.*

My favorite food is meatloaf. And I’m interested in sports and cinema.

a. Now your turn!

Answers

4. Change the following into the short form

a. That is it *that's it*

b. They are not with us *They're not with us*

c. That is not mine *That's not mine*

d. I am here *I'm here*

e. We are at home *We're at home*

f. He is at the bank *He's at the bank*

g. We are not late *We're not late*

h. She is upset *She's upset*

i. You are not at work *You're not at work*

j. They are upstairs *They're upstairs*

k. I am not happy *I'm not happy*

l. You are 53 years old *You're 53 years old*

5. Fill in the blank with am, is or are

- a. She **is** at home with the dog
- b. The sky **is** beautiful today
- c. Oh, there it **is**
- d. The desks **are** very heavy
- e. It **is** time to go!
- f. They **are** in their 30s
- g. The homework **is** late
- h. Your advice **is** terrible
- i. I **am** not the first one here
- j. There **is** a book on the table
- k. If you want, I **am** available after dinner

2.3 PRES SIMPLE

The present simple tense! The present simple is maybe the most important tense you'll learn in English, and we use it a lot.

[00:00:07] But before we talk about how or when to use it, it's important that you know how to form it. To do this, we'll use three popular English verbs: to do, to eat, and to travel. Let's get started!

[00:00:18] The infinitive, or base form .To form a verb, we first need to know what its base form, also called the infinitive, is. The infinitive is the verb before it is conjugated, before we change it to agree with the subject. The person doing the action. The base form often has to in front of it: to eat, to travel to do. When you learn a new verb, you want to see what it looks like in its base or infinitive form.

[00:00:46] So, you know how to change it. That is how to conjugate it. Let's look at how to conjugate those verbs I just told you about .

[00:00:53] I do. We do. You do. They do. He does. She does. It does.

[00:01:00] QUESTION: I it really easily.

[00:01:04] I do it very easily.

[00:01:07] QUESTION: She them before work.

[00:01:09] She does them before work.

[00:01:12] QUESTION: He mine for me.

[00:01:15] He does mine for me.

[00:01:19] QUESTION: They most of them.

[00:01:23] They do most of them.

[00:01:25] QUESTION: You a great job.

[00:01:29] You do a great job.

[00:01:30] QUESTION: It seem like a good idea.

[00:01:32] It does seem like a good idea.

[00:01:36] QUESTION: We have to leave early tomorrow.

[00:01:41] We do have to leave early tomorrow.

[00:01:44] I eat. We eat. You eat. They eat. He eats. She eats. It eats.

[00:01:51] I eat a lot. I can't eat right now. He eats dry food only. They eat after 6:00.

[00:01:59] We eat in the kitchen, usually.

[00:02:01] I travel. We travel. You travel. They travel. He travels. She travels. It travels.

[00:02:09] You travel for work often? We travel in summer. They don't travel much. I travel on weekends.

[00:02:16] Conjugation groups!

[00:02:18] The most important thing to remember here is the conjugations, a conjugation is how the verb changes depending on the subject.

[00:02:25] So the conjugation for I is I do. For he it's he does. And there are two conjugation groups here. I/we/you/they do, like, watch, have. So they share the same conjugation in the present simple.

[00:02:41] The other group is he/she/it does, likes, watches, has. For regular verbs in the present tense, we have two rules to follow for when we might need to change the spelling. Verbs that end in S, SH or CH. Verbs in the infinitive that end in S SH or CH, when we conjugate them, they will end in -ES when conjugated with he she and it. Here are some examples. He watches football, from to watch. She wishes she were Taller, from to wish. Time passes very quickly, from to pass. He always finishes early, from to finish.

[00:03:26] Verbs that end in -y. Regular verbs in the infinitive that end in -y will end in IES when conjugated with he she and it. Here are some examples: he tries to call once a day, from the verb to try. She studies in the morning, from the verb to study. It flies very fast, from the verb to fly. The baby cries when hungry, from the verb to cry.

[00:03:53] Now. These are all regular verbs. Later we will look at more irregular verbs that do not follow the rules even more! And those you simply have to memorize, because they don't have rules to follow.

[00:04:05] When to use the present simple.

[00:04:07] First we use the present simple to describe actions that happen all the time, sometimes or never. These are like habits. I play the guitar. She studies English. They work too much. He never watches soccer. Second. We use the present simple to describe things that are generally true. So more of a fact or unchanging. School starts at 7:45.

[00:04:31] They require two forms of ID. People retire in their 60s. Stores closed early on Christmas.

[00:04:39] Adverbs we use with the present simple. The adverbs we use with the present simple help us demonstrate that something either happens frequently, sometimes or never. Some popular adverbs to do this with are: always, often, usually, sometimes and never.

[00:04:56] We most often use the present simple for habits or a lack of a habit. Like I mentioned before. These adverbs give us an idea of how frequently or infrequently the action occurs. Here are some examples. I always arrive to class first. We often play outside if the weather is nice. Usually we do something on the weekend.

[00:05:16] Sometimes we fight but not always. I never eat candy for breakfast. Placement of adverb in present simple. As you can see, the adverb of frequency, which shows us how often something happens, comes before the present simple verb. Follow this rule put the adverb before the verb in the present simple. I'll give you a few more examples now. Also later in this course, we will discuss adverbs a lot more.

[00:05:42] I sometimes watch TV after work. They never call me this early. She usually wears blue. It often rains in Spring. You should always give your grandma a hug.

8.5 HAVE TO

Have to expresses certainty necessity and obligation.

[00:00:04] It is very similar to the more informal expression have got to. Actually they're really the same. Let's start by reviewing the have to conjugation because that's where most people make their mistakes.

[00:00:15] And then we will look deeper at its use and how it's different than must.

[00:00:19] Important note about pronunciation.

[00:00:22] In spoken English, have to is most often pronounced half to. So we don't pronounce the V, instead we give it an F. So it sounds like H AF T, halt to. However it is never spelled like that. That is something completely different. So in spoken English, you will usually not hear have to, you will hear have to. Or when it said very quickly, and still very commonly, have to. I have to go. She has to do it.

[00:00:53] So either have to. Or have to. Have to.

[00:00:58] Have to in the present simple.

[00:01:00] I we you they have to, or more commonly have to or have to.

[00:01:06] I have to go. We have to see it. You have to understand. They have to agree.

[00:01:12] He she it has to. He has to leave. She has to learn it. It has to work.

[00:01:18] Have to in present questions.

[00:01:20] Turn our previous examples into questions.

[00:01:24] I have to go.

[00:01:27] Do I have to go?

[00:01:29] She has to learn.

[00:01:31] Does she have to learn it?

[00:01:36] It has to work.

[00:01:40] Does it have to work?

[00:01:42] You have to understand.

[00:01:46] Do you have to understand?

[00:01:49] Pronunciation.

[00:01:50] I just want to make sure that you're noticing the very big difference in pronunciation. This is very typical as you can tell. I naturally do not pronounce the v in have. Only if you are speaking very slowly and in a very formal situation, will you pronounce that V sound. In my English, in formal and informal situations, I will say have to and half to in more informal situations. The spelling however does not change.

[00:02:19] Have to in the negative.

[00:02:22] All we do here is put don't or doesn't before have to in the present simple. Again our original examples, but now in the negative, let's see if you can make them negative.

[00:02:33] We have to see it.

[00:02:36] We don't have to see it.

[00:02:42] They have to agree.

[00:02:43] They don't have to agree.

[00:02:45] He has to leave.

[00:02:48] He doesn't have to leave.

[00:02:50] It has to work.

[00:02:54] It doesn't have to work.

[00:02:56] How to use have to in the present negative.

[00:02:58] When we use have to in the present negative, we are saying that something is not necessary. You don't have to do it.

[00:03:05] So if you want to express that something is not a certainty, a necessity or an obligation, it's optional, this is how you do it. All we do is add not at the end. So does not or doesn't, and do not or don't. So to show that something is optional, we just use the present negative.

[00:03:26] We don't have to see it.

[00:03:27] Meaning it's not necessary. Don't worry about it.

[00:03:30] It doesn't have to work.

[00:03:32] Means it's not necessary. Not a huge deal. If it doesn't work and this meaning is the same in the past simple negative.

[00:03:39] Using have to in the past simple.

[00:03:42] The past simple is much easier because have to only has one conjugation. I he she it we you they had to.

[00:03:50] I had to leave early yesterday.

[00:03:52] It had to happen this morning.

[00:03:54] We had to do it.

[00:03:56] You had to run faster to win.

[00:03:57] Again here for pronunciation. You've probably noticed a little difference with the to after had. It becomes had to. Had to. Had to. If you are speaking slower, or in a more much more formal situation, you will still say had to, or if you're trying to emphasize the action.

[00:04:16] Otherwise it becomes.

[00:04:18] I had to. It had to. We had to. You had to.

[00:04:21] Past simple questions with have to.

[00:04:24] Past questions are pretty easy too. We put our question word did at the beginning, and follow that with our subject, then have to and our main action. Think you can turn our previous examples into questions?

[00:04:36] I had to leave early yesterday.

[00:04:40] Did I have to leave early yesterday?

[00:04:42] It had to happen this morning.

[00:04:46] Did it have to happen this morning?

[00:04:48] We had to do it.

[00:04:50] Did we have to do it?

[00:04:53] You had to run faster to win.

[00:04:58] Did you have to run faster to win?

[00:05:00] Past simple negative with have to.

[00:05:02] And finally we have the past simple negative, which means we put our subjects first, then didn't have to, and our main action. Turn our original path sentences into past negative.

[00:05:14] I had to leave early yesterday.

[00:05:18] I didn't have to leave early yesterday.

[00:05:20] It had to happen this morning.

[00:05:25] It didn't have to happen this morning.

[00:05:27] We had to do it.

[00:05:30] We didn't have to do it.

[00:05:32] You had to run faster to win.

[00:05:37] You didn't have to run faster to win.

[00:05:39] Have to versus must.

[00:05:41] First, you can use both must or have to when expressing your opinion. Saying what you think is necessary, obligatory or required. Remember, this is subjective. It's your opinion. Not a general truth or widely accepted. Here are some examples with this use.

[00:05:58] You must play this game. It's the best.

[00:06:00] You have to play this game. It's the best.

[00:06:02] You must talk to him. He likes.

[00:06:04] You have to talk to him. He likes you.

[00:06:06] But when it is not our opinion, when it is something objective meaning factual not related to emotion or opinion, use have to.

[00:06:16] Mark has to go to the dentist because he has a tooth infection.

[00:06:19] It's not what I believe. It's a general truth that you visit the dentist when you have this type of problem.

[00:06:25] He almost didn't schedule an appointment. But I told him he must do it.

[00:06:29] Here. This is what I believe. So I can use must.

[00:06:32] In spoken English.

[00:06:33] At least in the United States, this distinction isn't recognized in spoken English, and I don't think most people know that there is a difference between must and have to. So on a test, it's important to know these differences and use must and have to properly, but in spoken English. Don't worry about it.

[00:06:50] Have to in the perfect future and passive.

[00:06:52] In this lecture I have focused on the present and past. The most common places you will see have to used. But we can also use it in other tenses like the perfect and future simple, as well as in the passive voice.

[00:07:04] I will give a few examples to help you understand, and if you have any questions about the perfect future or passive, watch those sections of the course!

[00:07:12] I've had to arrive early every day this week.

[00:07:14] It will have to be done before he arrives.

[00:07:17] I will have to do my homework before bed.

Practice

1. Change the sentences to use “have to” in the correct tense and with proper negation when necessary

a. I worked early today

b. He didn't respond

c. She comes home early on Tuesdays

d. Did we do it?

e. They will arrive later

f. They've done it all week

2. What is the difference between using “have to” and “must” described in the lecture?

Answers

1. Change the sentences to use “have to” in the correct tense and with proper negation when necessary

a. I worked early today

i. **I had to work early today**

b. He didn't respond

i. **He didn't have to respond**

c. She comes home early on Tuesdays

i. **She has to come home early on Tuesdays**

d. Did we do it?

i. **Did we have to do it?**

e. They will arrive later

i. **They will have to arrive later**

f. They've done it all week

1. They've had to do it all week

2. What is the difference between using "have to" and "must" described in the lecture?

You can use either have to or must when expressing something that is, in your opinion or in someone else's opinion, a necessity or obligation. You only use "have to" when speaking about something that is a fact or widely accepted to be true

8.6 MUSTNOT

Must.

[00:00:00] We primarily use must to express the idea of necessity. Let's start with how to form a sentence with must in the present simple.

[00:00:09] In the present simple we start with the subject then must followed by our main verb in the infinitive or the base form. Here are some examples.

[00:00:19] I must go, see you later.

[00:00:21] He must get a haircut.

[00:00:23] They must talk to him.

[00:00:24] He must leave now.

[00:00:26] She must know the answer.

[00:00:27] With all of these examples, the idea of necessity is being expressed. That these actions must be done by the people we're referring to. It's an obligation a necessity a requirement.

[00:00:38] A note on pronunciation.

[00:00:40] In spoken English, and in most conversations or situations both formal and informal, the T at the end of must is usually not pronounced when followed by a word that starts in a consonant. From my examples.

[00:00:53] I must go. He must get a haircut. I must talk to him. I must leave.

[00:00:57] But when the word after must starts with a vowel, we often pronounce the T.

[00:01:02] I must have done it. You must allow it.

[00:01:05] Past simple with must.

[00:01:07] In the past simple, we don't use must, instead we use the past of have to. Which is had to. We discussed this in the previous lecture if you haven't watched it yet.

[00:01:17] But let's review it right now.

[00:01:19] First the subject, then had to, followed by the infinitive form of our main verb. Let's change our previous examples, press play when you are ready.

[00:01:28] I must go.

[00:01:31] I had to go. Remember we don't use must in the past. We use the past form of have to.

[00:01:36] He must get a haircut.

[00:01:39] He had to get a haircut.

[00:01:40] They must talk to him.

[00:01:43] They had to talk to him.

[00:01:45] We must leave now.

[00:01:48] We had to leave then.

[00:01:50] She must know the answer.

[00:01:51] She had to know the answer.

[00:01:54] Using must in the present negative.

[00:01:56] If you want to express that it is a necessity not to do something, that it is the wrong or bad thing to do. We say must not or the contraction mustn't. Notice that the first T is silent in mustn't.

[00:02:12] Mustn't. I mustn't don't pronounce the first T. Only the second.

[00:02:17] Cultural difference between the US and the UK.

[00:02:20] This is interesting, because this is a contraction we don't use as much as the British, if ever! Mustn't sounds very British to an American. In the US. We just continue to say must not. We rarely use this contraction. It just sounds very formal and very British.

[00:02:37] So either way, just add not to the end of must, and if you want contract it to mustn't if you want to sound more British or aristocratic. Or, just say must not if you want to sound more American. Let's change our previous examples to the negative and press play when you're ready.

[00:02:54] I must go.

[00:02:56] I mustn't go or I must not go.

[00:02:58] Maybe the wrong thing to do is to leave now. So I will wait.

[00:03:02] He must get a haircut.

[00:03:04] He mustn't get a haircut. He must not get a haircut.

[00:03:08] Who knows why, but for some reason the speaker really thinks that the guy should not get a haircut. They think it's a bad decision.

[00:03:15] They must talk to him.

[00:03:17] They mustn't talk to him. They must not talk to him.

[00:03:20] We're saying they shouldn't do it. It's the wrong thing to do.

[00:03:23] We must leave now.

[00:03:26] We mustn't leave now or we must not leave now.

[00:03:29] Here, for some reason now is a bad time to leave. Maybe we'll get caught or in trouble. Who knows for what reason.

[00:03:36] She must know the answer.

[00:03:38] She mustn't know the answer. She must not know the answer.

[00:03:42] So now it sounds like she should not find out. The answer should not be told to her, or were saying that it's bad that she already knows it.

[00:03:50] You might have noticed that in my explanations about why we're using mustn't or must not, I used should not. Remember that must is stronger than should and that must not is stronger than should not. Watch the lecture related to should if you haven't already.

[00:04:07] Don't need to.

[00:04:08] So must means you should do something. It's an obligation or necessity. Must not means you should not do something. It's a bad idea or a decision. But what if you just want to say that something isn't necessary. You don't have to worry about it. This is when we use don't need to or don't have. I'll give you some examples.

[00:04:27] You don't need to pay yet.

[00:04:29] I'm saying hold on not yet. It's not necessary yet. You will probably have to pay later. But at the moment it is not necessary, not required.

[00:04:37] The meeting starts at five. We don't need to leave yet.

[00:04:40] So right now. It is too early, it sounds like at least. So we don't need to leave. It's not necessary. It's not an obligation to leave yet. In fact, it sounds like it's better to leave later. We can also say for the exact same meaning, and as discussed in the last lecture, don't or doesn't have to. So our previous examples change slightly in their structure. But the meaning is the same.

[00:05:02] You don't have to pay yet.

[00:05:04] The meeting starts at 5. We don't have to leave yet.

[00:05:07] So often with don't or doesn't have to and don't or doesn't need to it sounds like you have another option available or are not required to do something. While on the other hand, if we use must not, it is the opinion of the person who is speaking that you only have one option available. It's necessary that you must or must not do it. It's necessary to do or not do.

[00:05:28] Using must to express possibility.

[00:05:31] We can also use must to express and talk about possibility. Possible causes or reasons of a situation or action. We use must to show that we are pretty sure, fairly sure of what or who is behind something, the cause of it. When describing this type of situation, we most often use the present perfect, which means we will form it this way: the subject and then must have, plus the past participle.

[00:05:54] My car is gone. My sister must have taken it.

[00:05:57] Here I am using must to show what I believe, what I think happened or caused something to happen. And here the thing that happened is my car is missing. My sister must have taken my car. I'm pretty sure that she did. If I want to say that I don't think my sister did it. I'm almost positive and certain that she didn't. I don't use must have, instead I use couldn't have.

[00:06:19] When she wasn't able, it could not have been her. My car is gone, but my sister couldn't have taken it. So now my car is gone again, but this time I don't think it was my sister that took it. She couldn't have done it. You know who must have done it? My dad!

[00:06:34] My money is missing. It must have been stolen by one of my classmates.

[00:06:38] Here, all I know is that this couldn't have been done by my teacher, because I trust her. And did you see how I contracted must have to must've? That's how you'll hear it. Most of the time in spoken English. Must have becomes must've. Must've. I must've missed it.

[00:06:53] We must've lost them. We must've broken it.

Practice

1. In your own words, what is the difference between “must not” and “don’t need to/don’t have to”?

2. What are some things a student must do to get good grades in school?

- a. _____
- b. _____
- c. _____

3. What are some things they must *not* do?

- a. _____
- b. _____

C. _____

Answers

1. In your own words, what is the difference between “must not” and “don’t need to/don’t have to”? **With “don’t need/have to” there is the idea that you have options available, you are not required to do one thing or another. With “must not” you must not do one thing, there is one thing that you should absolutely *not* do, no idea of alternate options or freedom of choice.**
4. What are some things a student must do to get good grades in school?
 - a. A student must study everyday**
 - b. A student must do their homework**
 - c. A student must get enough sleep**

5. What are some things they must *not* do?

a. A student must not be impolite

b. A student must not be late for class

c. A student must not turn in homework late

Practice

1. Make some positive commands using the following verbs

- a. (walk)
- b. (speak)
- c. (work)
- d. (correct)
- e. (be)
- f. (have)

2. Make some negative commands using the following verbs

- a. (argue)
- b. (be)
- c. (talk)

d. (run)

e. (embarrass)

f. (miss)

3. In your own words, when do we use “let’s”?

a. _____

4. Make some suggestions using the following verbs

with “let’s”

a. (watch)

b. (take)

c. (play)

d. (try)

e. (clean)

f. (go)

5. Make some negative commands using “no” and a gerund

a. (talk)

b. (use)

c. (go)

Answers

(there are a lot of possible answers, so I will share some of my own to help you)

1. Make some positive commands using the following verbs

d. (walk) **Walk to the store**

e. (speak) **Speak louder**

f. (work) **Work harder**

g. (correct) **Correct my mistakes**

h. (be) **Be nicer to your parents**

i. (have) **Have a great time!**

2. Make some negative commands using the following verbs

j. (argue) **Don't argue with me!**

k. (be) **Don't be so rude!**

l. (talk) **Don't talk so quiet**

m. (run) **Don't run in the hall!**

n. (embarrass)

i. **Don't embarrass me!**

o. (miss)

i. **Don't miss the bus or you'll be late!**

3. In your own words, when do we use "let's"?

p. We use let's when making suggestions about what to do for a group of people, and we are part of that group. It can also be used more forcefully as a command depending on your tone of voice

4. Make some suggestions using the following verbs
with “let’s”

q. (watch)

i. **Let’s watch a movie**

r. (take)

i. **Let’s take the bus downtown**

s. (play)

i. **Let’s play some video games**

t. (try)

i. **Let’s try the vanilla flavored one**

u. (clean)

i. **Let’s clean up this mess**

v. (go)

i. **Let’s go to the store**

5. Make some negative commands using “no” and a gerund

w. (talk)

i. No talking!

x. (use)

i. No using your phone!

y. (go)

i. No going to the bathroom!

8.7 IMPER

Sometimes we need to use strong direct language that tells someone to do something or not to do something! In English, we use the imperative to do that.

[00:00:08] So let's look first at how to form the imperative.

[00:00:11] The positive imperative is really easy to form. We just use the base form of our verb, that is the infinitive, and then what we want someone to do.

[00:00:23] Come here.

[00:00:24] Listen to me.

[00:00:25] Drive above the speed limit.

[00:00:27] Wait, I'm not ready yet.

[00:00:29] Be ready by noon or we're going to be late.

[00:00:32] The imperative in the negative.

[00:00:34] Making the imperative negative is just as easy. And we use it when we don't want someone to do something. That's why all we do is put don't in front of the imperative to form it. Make our previous examples negative.

[00:00:48] Come here.

[00:00:51] Don't come here.

[00:00:53] Listen to me.

[00:00:56] Don't listen to me.

[00:00:57] Drive above the speed limit.

[00:01:01] Don't drive above the speed limit.

[00:01:03] Wait, I'm not ready yet.

[00:01:07] Don't wait. I'm not ready yet.

[00:01:09] Forming the imperative with have.

[00:01:12] There are two reasons we often use have as a command. First, these are expressions related to having a nice time. Nice day. Nice trip. Etc. Things related to an event situation or period of time. Basically what we are saying is that we hope the other person has an enjoyable, fun time. For example.

[00:01:32] Have a nice meeting. Have a nice day. Have a nice flight. Have fun.

[00:01:37] Additionally we use have as a command when offering something, basically a way to say 'would you like?' But a little more forcefully, like they must try something or must do something.

[00:01:48] Have a seat.

[00:01:49] Have a drink.

[00:01:50] Have a piece of pizza.

[00:01:51] So in the previous examples, I'm offering these things. But because I'm using have as a command, it sounds more forceful. Like I sincerely, really want them to do those things and not just trying to appear polite.

[00:02:05] Let's.

[00:02:06] Finally we can use let's meaning let us, when we give a suggestion for a group of people including yourself.

[00:02:14] Let's go to a movie tonight.

[00:02:15] So here I'm giving a suggestion for what all of us can do. Depending on your tone of voice. Let's can sound like a command or just a suggestion.

[00:02:24] Let's get some coffee?

[00:02:25] Again. It's me, and whoever I'm making the suggestion to. And you might have been able to tell by the tone of my voice that it was more of a suggestion, or just giving someone an idea of something we can do. So maybe I was with my parents, and we're trying to do something together. So let's get a cup of coffee?

[00:02:41] I don't know what to do this weekend. Hmm. Oh, I know. Let's think about it and we'll decide later.

[00:02:47] Here. We can't make up our minds. We are unsure about what to do. So I make a suggestion, more as a command though, to think about it a little bit longer and decide later.

[00:02:57] Let's in the negative.

[00:02:59] In the negative we say let's not. No English speaker ever says let us not. It is always let's not when making a suggestion or a command in the negative. As well, let us is just as rare in the positive because, it really adds a lot of emphasis and changes the meaning quite a bit.

[00:03:19] So always contract let us to either let's or let's not. Make the following. Let's examples negative.

[00:03:27] Let's go already.

[00:03:28] Let's not go yet.

[00:03:32] Let's play a game.

[00:03:33] Let's not play a game.

[00:03:36] Let's fly to Hawaii.

[00:03:40] Let's not fly to Hawaii.

[00:03:42] Let's take a road trip. Let's not take a road trip.

[00:03:47] Making commands with no plus the gerund.

[00:03:50] One final way to make a negative command is to put no in front of the gerund.

[00:03:55] The gerund is the same form as the present participle. It is basically the form of the verb ending in -ing. It's also what we use in the continuous tenses. Some examples using no plus the gerund are.

[00:04:08] No running.

[00:04:09] No talking during the test.

[00:04:11] No cheating.

[00:04:12] No asking questions.

[00:04:13] We can also put the gerund first, followed by is not allowed or is not permitted. So we can also say.

[00:04:20] Running is not allowed.

[00:04:22] Talking during the test is not permitted.

[00:04:24] Cheating is not allowed.

[00:04:26] Asking questions is not permitted.

8.1 MAY MIGHT

Might and May.

[00:00:01] 1st. Might and may are super useful for saying that something is possible. We're not saying yes or no, and we're not saying that something definitely will or will not happen. Grammatically, when we use may, it means that something has a slightly higher percentage, or a slightly higher chance of happening. And is less likely to happen when used in the negative.

[00:00:22] But in spoken English, I would say they're identical. So they both just mean that something might occur or may occur or happen.

[00:00:30] We can use might and may with a variety of tenses. So let's look at that a little bit more before we look more deeper into the use.

[00:00:37] To form might and may in the positive, we always need the subject and then might or may followed by the infinitive, the base form of the verb.

[00:00:46] I might be right.

[00:00:47] She might be leaving soon.

[00:00:49] You might have made a mistake.

[00:00:51] And it's exactly the same with may.

[00:00:54] I may be right.

[00:00:55] She may be leaving soon.

[00:00:57] You may have made a mistake.

[00:01:00] The negative.

[00:01:01] To form the negative, all we do is add not after may or might.

[00:01:06] I might not be right.

[00:01:08] She might not be leaving soon.

[00:01:10] You might not have made a mistake.

[00:01:13] And with our May examples.

[00:01:16] I may not be right.

[00:01:17] She may not be leaving soon.

[00:01:19] You may not have made a mistake.

[00:01:22] Questions.

[00:01:24] When asking questions, especially for permission, its more common to use May, but you can use might too!

[00:01:30] For questions with may and might, they basically mean the same as, is it okay to? Or, is it okay that I...? Or can I?

[00:01:39] When we form questions with may and might, we put them at the beginning of this sentence, immediately followed by the subject!

[00:01:46] Might he come with us?

[00:01:48] May I go to the bathroom?

[00:01:49] Might they have a reason why?

[00:01:51] May we have the password?

[00:01:53] We can also use can instead of may and might here, and that's more common in spoken English.

[00:01:58] Use 1: possibility.

[00:02:00] The most common use of may and might is in positive sentences, showing the possibility of something. If you want to be grammatically correct, may is supposed to mean something is more or less likely to happen in the negative.

[00:02:13] So if I say it may rain, grammatically it's something like a 50% chance of raining. And if I say it might rain, it slower maybe 30% chance. But like I said before, this distinction this difference, doesn't exist in spoken English for native speakers.

[00:02:31] Use 3: reported speech.

[00:02:33] Reported speech is discussed later in this course, in the reported speech section. In indirect, reported speech, may changes to might. So if you are concerned with this topic, go to that section to learn more!

Practice

1. Answers the questions with a positive and negative

short form response

a. Are you in school?

b. Was it where I left it?

c. Has it disappeared again?

d. Is he going to be there?

e. Are they at home right now?

f. Were they aware of what happened?

g. Was she the person you were looking for?

2. Answer the questions with positive and negative short

form responses

a. Did they find the person who did it?

- b. Do you like to travel outside of the country?
- c. Did he finish the project on time or was it late?
- d. Do you want to try eating at a new restaurant?
- e. Did it function properly, or where there still
problems?
- f. Do they think that there is enough space for it?

Answers

1. Answers the questions with a positive and negative short form response

g. Are you in school?

i. Yes, I am / No, I'm not

h. Was it where I left it?

i. Yes, it was / No, it wasn't

i. Has it disappeared again?

i. Yes, it has / No, it hasn't

j. Is he going to be there?

i. Yes, he is / No, he isn't

k. Are they at home right now?

i. Yes, they are / No, they aren't

l. Were they aware of what happened?

i. Yes, they were / No, they weren't

m. Was she the person you were looking for?

i. Yes, she was / No, she wasn't

2. Answer the questions with positive and negative short form responses

n. Did they find the person who did it?

i. Yes, they did / No, they didn't

o. Do you like to travel outside of the country?

Yes, I do / No, I don't

p. Did he finish the project on time or was it late?

i. Yes, he did / No, he didn't

q. Do you want to try eating at a new restaurant?

i. Yes, I do / No, I don't

r. Did it function properly, or where there still problems?

i. **Yes, it did / No, it didn't**

s. Do they think that there is enough space for it?

i. **Yes, they do / No, they don't**

9.2 q tags

Showing interest and surprise in English and how to use question tags.

[00:00:04] In this lecture. I'm going to show you how to add short questions to the end of your sentences in English. This is extremely common in spoken English.

[00:00:13] But before we look at them, I'm going to show you how to appear more surprised or interested in a conversation.

[00:00:20] Yeah? No?

[00:00:22] This is the simplest way to show interest or a surprise. So if you want to appear interested or surprised by something or something someone has done, we use these.

[00:00:32] We can say oh, yeah? Oh no? Oh no way! And oh really?

[00:00:38] And we can use them in two ways. First to make ourselves appear interested or surprised, even if we aren't. And second, to express how surprised or interested we really are.

[00:00:50] My boss fired three people today.

[00:00:52] Oh, yeah? That's crazy is your job. Okay?

[00:00:55] I'm late because I hit a deer in the road.

[00:00:57] Oh, no way. How's your car?

[00:00:59] My sister is fighting with my mom again. And my mom says this and my sister says that.

[00:01:05] Oh, really? I hope it gets better.

[00:01:07] Question tags.

[00:01:08] We put question tags at the end of a sentence and they work basically as mini questions, small questions that go at the end of a statement. A question tag can be used to ways, and each one will have different intonations.

[00:01:21] First to ask a real question that you need an answer to. This will have rising intonation. Second, to ask a question only to have someone agree with you or to add emphasis.

[00:01:33] This will have falling intonation. Here are a couple examples.

[00:01:38] It's very nice out, isn't it?

[00:01:40] Yeah, it's beautiful.

[00:01:42] He doesn't work in sales. Does he?

[00:01:44] No, he doesn't.

[00:01:45] The first one was falling intonation because it wasn't a real question. I was just stressing how beautiful it was. The second one used rising intonation, because it was a real question.

[00:01:55] You will hear these very often in spoken English. So it's important to understand them. It's even more important that you start using them! So let's look at how we form these question tags.

[00:02:05] There are quite a few ways to form question tags, but the rules are pretty simple. So let's start with the most important thing, and that is knowing when to use a positive or negative question tag.

[00:02:15] If the sentence we're looking at, the sentence we want to add a question tag to is positive, we use a negative question tag. So positive sentence, add negative question tag. So from before. That is this example. It's very nice out. Isn't it? It's very nice out by itself is a positive sentence.

[00:02:35] Actually. It's a statement. It's the question tag, isn't it? That makes it a question. So I'm saying it's very nice. And then my question tag here isn't really asking a question. Instead. It's just trying to get people to agree with me. So it uses falling intonation. I can also be using it just to add emphasis, to stress how nice it is.

[00:02:54] Continuing if our main sentence is negative though, we use a positive question tag. So negative sentence, add a positive question tag. Do you remember our second example? He doesn't work in sales, does he? Our main sentence is negative. So we use a positive question tag. And what we're saying here is that I don't think he works in sales. But I'm not certain. So I add the question tag to the end of my sentence to double check, to see if anyone else can verify. And because the sentence is a genuine question, I don't know, the intonation rises. It goes up like that. That's how we know I'm asking a real question.

[00:03:36] Intonation.

[00:03:37] Intonation is important for question tags, and like I said, if your question tag isn't really asking a question. Instead it's looking for people to agree with you or to share your opinion and use the question tag as emphasis, your intonation falls. It's lower. It lowers when you give the question tag.

[00:03:57] It was a bad idea, wasn't it?

[00:03:59] You should have arrived on time, shouldn't you have?

[00:04:02] That's falling intonation. It does not rise. With the two previous examples. I'm not asking I'm really sharing my opinion and either adding emphasis, or trying to get people to agree with me. But let's turn them into questions now and you will see how the intonation rises when we get to the question tag.

[00:04:19] It was a bad idea though, wasn't it?

[00:04:21] You should have arrived on time, shouldn't you have?

[00:04:23] So now the meaning is completely different, because it sounds like I'm asking a real question. I'm uncertain.

[00:04:29] Intonation takes practice, and you will have to exaggerate the sound until it feels normal and you remember to do it. So don't worry, keep practicing and it will sound natural before, you know it.

[00:04:40] Question tags with helping verbs.

[00:04:43] Question tags will reuse the verb from the main part of our sentence, our statement. So if this is an auxiliary or helping verb like to have or to be, that is what we repeat. WE reuse it. Put a question tag at the end of the following sentences and press play when you're ready.

[00:05:00] They were watching TV.

[00:05:03] They were watching TV, weren't they?

[00:05:05] My intonation rose because for me it was an actual question. But remember the intonation can rise or fall depending on if you are really asking a question or only sharing your opinion or looking for confirmation.

[00:05:17] They've done it already.

[00:05:21] They've done it already, haven't they?

[00:05:22] Here it's not a real question. I'm more so emphasizing what I think they already did. Maybe asking for confirmation.

[00:05:30] He wasn't being polite.

[00:05:34] He wasn't being polite, was he?

[00:05:36] Notice how my question tag is positive in this example, because my main statement is negative. If the main part of the sentence is negative, the question tag is always positive.

[00:05:48] It hasn't arrived yet.

[00:05:51] It hasn't arrived yet, has it?

[00:05:53] And again here it's a positive question tag, because it's following a negative sentence. And in this case it was rising intonation. It was a real question. I didn't know if it arrived yet.

[00:06:04] When using I am.

[00:06:05] If our sentence starts with, if the main part of the sentence uses, I am it's important to know that the question tag is 'aren't I.' So I am becomes aren't I. Here are two examples?.

[00:06:18] I'm not required to.

[00:06:21] I am not required to, am I ?

[00:06:23] Did I trick you? We started with am not, so we don't use aren't I, because that would be two negatives together. Remember, if our main sentence is negative then our question tag is positive.

[00:06:35] I am too busy for this.

[00:06:39] I am too busy for this, aren't I?

[00:06:41] Now we use aren't I after the positive I am.

[00:06:45] Modal verbs.

[00:06:46] If you're using modal verbs, what we discussed in the last section, that is what we repeat and reuse in the question tag. Let's again do some examples together, press play when you're ready.

[00:06:56] You'll be there.

[00:06:58] You'll be there, won't you?

[00:07:00] First of all, the main part of the sentence is positive. So put the question tag in the negative. Second, we have the modal verb will, which becomes won't in the question tag. AND finally, I'm not sure if they will actually be there. So my intonation rises.

[00:07:15] He can't have it.

[00:07:18] He can't have it, can he?

[00:07:19] Our model is can't in the sentence, and in the question tag it becomes can. And here I know he can't have it, and I'm emphasizing that.

[00:07:27] You should read it first.

[00:07:30] You should read it first, shouldn't you?

[00:07:32] This is positive to negative. So we start with should and then we repeat it. But in the negative in the question tag, and it's a real question.

[00:07:39] You can't do it.

[00:07:42] You can't do it, can you?

[00:07:44] We start with can't, so in the tag it becomes can and I'm serious. I don't think you can do it. So I have a falling intonation.

[00:07:53] Main verbs.

[00:07:54] If we're not using an auxiliary helping verb or a modal verb, then we use do does and did for positive question tags in the past and present. And we use don't doesn't and didn't for negative question tags in the past and present. This will be for the overwhelming number of verbs you will encounter when making question tags.

[00:08:16] You wrote the essay already.

[00:08:19] You wrote the essay already, didn't you?

[00:08:22] So it's the past tense positive in the main part of the sentence. This tells us that the question tag will be past tense negative and we have a typical action verb here. We have to write, in the past wrote. So we use didn't because it's in the past.

[00:08:36] She lives in Miami.

[00:08:39] She lives in Miami, doesn't she? Present tense positive with a main verb. So the form of do we use is negative in the present, conjugated for she. Doesn't. And finally my intonation falls, meaning this isn't really a question. It's about emphasis or asking for verification.

[00:08:56] They didn't write a book.

[00:08:59] They didn't write a book, did they?

[00:09:01] We start with past tense negative, which means the question tag needs to be past tense positive. We always agree with tense, but change from negative to positive. And here I'm really asking a question. So my intonation rises.

[00:09:14] We don't believe her.

[00:09:17] We don't believe her, do we?

[00:09:19] Start negative with don't, so the question tag uses do. And it becomes positive and a real question. Do we believe her?

Answers

1. Respond with the appropriate question tags

g. You can help me

i. You can help me, can't you?

h. He must do it

i. He must do it, mustn't he?

i. I can't even try

i. I can't even try, can I?

j. We'll leave soon

i. We'll leave soon, won't we?

k. You should help

i. You should help, shouldn't you?

l. It could be the reason why

i. It could be the reason why, couldn't it?

4. Respond with the appropriate question tags

a. I'm here already

i. **I'm here already, aren't I?**

b. She's going to be late

i. **She's going to be late, isn't she?**

c. We were waiting for you

i. **We were waiting for you, weren't we?**

d. They're in the car

i. **They're in the car, aren't they?**

e. It's on the table

i. **It's on the table, isn't it?**

f. I was on the phone

i. **I was on the phone, wasn't I?**

5. Respond with the appropriate question tags

a. You like board games

i. **You like board games, don't you?**

b. It works when I use it

i. **It works when I use it, doesn't it?**

c. She travelled there last year

i. **She travelled there last year, didn't she?**

d. They told me that

i. **They told me that, didn't they?**

e. He bought it for me

i. **He bought it for me, didn't he?**

f. You know how to do it

i. **You know how to do it, don't you?**

2.4 PRES NEG

Present simple negative. We've just looked at how to make the present simple positive, or affirmative.

[00:00:06] Now, you're going to learn how to make it negative. To do this, we're going to use the same three verbs from the last lecture: to do, to travel, and to eat.

[00:00:15] To review.

[00:00:16] We already learned how to conjugate in the positive for the present simple.

[00:00:20] It's:

[00:00:21] I do.

[00:00:21] We do.

[00:00:22] You do.

[00:00:23] They do.

[00:00:24] He does.

[00:00:25] She does.

[00:00:26] It does.

[00:00:27] And now in the negative sentence we use don't and doesn't to make it negative.

[00:00:32] And we put the infinitive form of the verb after the negation, after don't or doesn't. This is why it's so important to know what the infinitive is, the base form of a verb, because we need to use it a lot! Especially when making a negative sentence, one more time:

[00:00:50] we use, we put, the infinitive form of the verb after the negation in the present simple! We do not conjugate or change our verb, so now in the negative:

[00:01:02] I don't do.

[00:01:03] We don't do.

[00:01:05] You don't do.

[00:01:07] They don't do.

[00:01:08] He doesn't do.

[00:01:10] She doesn't do.

[00:01:12] It doesn't do.

[00:01:13] You remember in the lecture about conjugating the present simple, we have two groups.

[00:01:17] And now the first group I/we/you/they use don't for negative sentences. And the second group, he/she/it uses doesn't for negative sentences.

[00:01:28] And after the negation, the doesn't or don't, we put the infinitive. Here are a few more examples to make it clear

[00:01:36] I eat. I don't eat.

[00:01:39] He eats. He doesn't eat.

[00:01:42] You travel. You don't travel.

[00:01:44] She travels. She doesn't travel.

[00:01:47] I eat early. I don't eat late.

[00:01:49] She eats late. She doesn't eat early.

[00:01:52] We travel in a group. We don't travel separately.

[00:01:55] He travels separately. He doesn't travel in a group.

[00:01:58] I do it by myself. I don't do it with your help.

[00:02:01] It does it better with a full battery. It doesn't do it better with a low battery.

[00:02:06] Negative contraction. Don't and doesn't are short forms, contractions of do not and does not. Because as you know, I we you they do and we add not after it! And do not becomes don't. I we you they don't! You also know that he she it does. And we add not after it. And does not becomes doesn't.

[00:02:33] I do not becomes I don't.

[00:00:02] Don't.

[00:00:01] He does not becomes he doesn't, doesn't.

[00:00:05] We do not becomes we don't, don't.

[00:00:09] She does not becomes she doesn't, doesn't.

[00:00:12] And we use the same rules as before when contracting, when using the short form. The rules again are 1: we use it in informal speech and writing. And two: in formal speech and writing we generally do not use contractions.

Practice

1. Respond with the appropriate question tags

- a. You can help me
- b. He must do it
- c. I can't even try
- d. We'll leave soon
- e. You should help
- f. It could be the reason why

2. Respond with the appropriate question tags

- a. I'm here already
- b. She's going to be late
- c. We were waiting for you
- d. They're in the car
- e. It's on the table

f. I was on the phone

3. Respond with the appropriate question tags

a. You like board games

b. It works when I use it

c. She travelled there last year

d. They told me that

e. He bought it for me

f. You know how to do it

9.1 Short answers

Short statements and questions in English.

[00:00:02] When saying something or responding to a question, you generally have the option to respond or ask in a longer way or a shorter way.

[00:00:10] The longer way generally repeats a lot of the vocabulary, and the shorter way typically just repeats the main verb. Let's start with the short form.

[00:00:18] A quick note about etiquette.

[00:00:20] Short responses can be very nice to use because they're easier.

[00:00:23] But if you tend to give very short responses, it can seem like you're either annoyed, bored, irritated, uninterested in the conversation. Especially if you just answer yes or no to a yes or no question. So be careful when giving such short responses. You want to make sure to explain your responses. Ask questions in return, or continue the conversation in some way. Really these are the general rules to any conversation. If you actually want it to continue.

[00:00:51] First don't be afraid to ask the same question you were asked. Often, it's actually expected. Second, give details and examples to what you said. Don't just say yes or no, unless you want the conversation to end. Third, do something, anything if you want the conversation to continue. Ask another question. Continue speaking about that topic or introduce any other topic.

[00:01:14] The thing is, if you give short answers, the one negative aspect is you now have to continue the conversation more quickly without seeming like you are done with it. This is a conversation skill you will develop, so practice and it will get a lot easier.

[00:01:29] Modal verbs.

[00:01:30] We just studied modal verbs last section, and they're great for short statements and questions. So let's start with them.

[00:01:36] Modal verbs we looked at where can, could, would, will, might, have to and must. Depending on the situation and meaning, we can use a variety of modal verbs and if we want to, we can exclude the main verb. Here are some examples.

[00:01:49] Is he buying her a gift?

[00:01:50] He might be, or the long response, he might be buying her a gift.

[00:01:54] Are you coming to my house later?

[00:01:55] No, I can't or the long response. No, I can't come to your house later.

[00:02:00] Do you think he's still coming?

[00:02:01] Yeah, he must, or the long response. He must still be coming.

[00:02:06] Is he going to do it?

[00:02:07] He has to. Or the long response. He has to do it.

[00:02:10] So modal verbs are often an option when responding to a question. You just need to choose the right modal verb that gives the amount of possibility, certainty, or necessity that you want to express.

[00:02:21] To be and to have.

[00:02:22] The verb to be is great in short responses and questions. You just respond with am is or are in the present and was or were in the past. And the same for sentences in the present perfect. We just respond with have or has depending on the subject.

[00:02:37] Are you prepared?

[00:02:37] Yes, I am or yes. I'm prepared.

[00:02:40] Have you responded already?

[00:02:42] Yes, I have or yes. I've responded already.

[00:02:45] Were you upset?

[00:02:46] No, I wasn't or no. I wasn't upset.

[00:02:48] Has it already happened this year?

[00:02:50] No, it hasn't or no. It hasn't already happened this year.

[00:02:53] Is he still going to school?

[00:02:55] Yes, he is or is he still going to school.

[00:02:57] Contraction rule for the short form.

[00:03:00] You cannot use contractions when using the short form in positive sentences. Only in negative short forms can you use the contractions. Here are some examples:

[00:03:10] Are you guys hungry?

[00:03:11] I am but he isn't or I'm not but he is.

[00:03:15] Will I see you at the party tomorrow?

[00:03:17] Yes, you will or no, you won't.

[00:03:19] Are you still in school?

[00:03:21] Yes, I am or no. I'm not.

[00:03:23] Is there enough time to eat?

[00:03:25] Yes, there is or no, there isn't.

[00:03:27] What to put after yes or no.

[00:03:29] As you can see from the previous examples, if your response starts with yes or no, you can use a short response instead of repeating a lot of the same stuff. Just to make sure to remember that you can't contract in positive short form responses. Only if you answer in the negative.

[00:03:44] Short form responses in the present simple.

[00:03:46] When using the present simple, we use do or does and don't or doesn't to make short responses to questions.

[00:03:54] This is for any verb, except those verbs like to be and to have, which we already discussed.

[00:04:00] Do you like living in New York?

[00:04:01] I don't like living in New York, but my roommate does. The long form response is, I don't like living in New York, but my roommate likes living in New York.

[00:04:09] Do you support the local team?

[00:04:11] No, I don't. Long-form response. No, I don't support the local team.

[00:04:15] Do you watch a lot of TV?

[00:04:17] No, I don't or long-form response. No, I don't watch a lot of TV.

[00:04:21] Short form responses in the past.

[00:04:23] In the past. We use did or didn't with every verb except those verbs like to be and to have.

[00:04:29] Did you travel alone?

[00:04:30] Yeah, I did. Or long-form. Yeah. I traveled alone.

[00:04:34] I saw the movie already, but he didn't. Or I saw the movie already, but he didn't see it.

[00:04:39] Did they agree to pay more?

[00:04:41] No they didn't or no. They didn't agree to pay more.

[00:04:43] Remember, the most important thing from this lecture is that you don't use contractions when giving a positive short-form response.

[00:04:51] It sounds extremely weird, if you do. It's very incorrect. That's why we're going to do more practice in the homework to help you remember this point.

3.1 TO BE PAST

To be in the past simple. It's time to go into the past, and to do that you need to know how to use our most important verb, to be, in the past.

You need to know how to conjugate it in a positive form, to ask questions with it and to make it negative. To be is the most irregular verb you'll see but it's also the most important!

So, please please please if you're going to pay attention to any lecture, pay attention to this one!

To be in the present vs the past. To help you understand how the verb changes depending on subject, let's start by reviewing with to be in the present.

I am. He is. She is. It is. We are. You are. They are.

In the past the subject "I" now joins the he/she/it group of conjugations. In the present "I" is by itself. I am. But this is nice because now in the past you have one less conjugation that you need to worry about!

So remember, in the past I was. He was. She was. It was. But in the present, I subject, I is completely by itself with I am, or I'm. I/he/she/it, I was, he was, she was, it was.

We/you/they. We were, you were, they were.

QUESTION: I at home last night.

I was at home last night

QUESTION: You at school yesterday.

You were at school yesterday.

QUESTION: It in your briefcase.

It was in your briefcase.

QUESTION: We late for the meeting.

We were late for the meeting.

To be past simple negative. I was not, I wasn't. He was not, he wasn't. She was not, she wasn't. It was not, it wasn't. We were not, we weren't. You were not, you weren't. They were not, they weren't. Examples.

QUESTION: I at home last night.

I was not at home last night, or I wasn't at home last night.

QUESTION: You at school yesterday.

You were not at school yesterday or you weren't at school yesterday.

QUESTION: It in your briefcase.

QUESTION: We late for the meeting.

We were not late for the meeting or we weren't late for the meeting

To be, past simple questions.

We use inversion here. So it's pretty simple because we just have the subject and the verb and they are going to change positions now.

Was I? Was he? Was she? Was it? Were we? Were you? Were they?

I was at home last night.

QUESTION: you?

Were you?

You were at school yesterday.

QUESTION: I?

Was I?

It was in your briefcase

QUESTION: it?

Was it?

We were late for the meeting?

QUESTION: we?

Were we?

To be short and long answers. The long answer to the question repeats most of what you are asked, but we can replace that with the short answer which only repeats the main verb. In this case, the to be verb.

Short responses. Yes. I, he, she, it, was.

Yes, we, you, they, were.

No, I, he, she, it, wasn't or was not.

No, we, you, they, weren't or were not.

Your dad said you were at home last night, were you?

QUESTION: No, I [?][?][?][?].

No, I wasn't or no I wasn't at home last night.

You were at school yesterday!

Was I?

QUESTION: Yes. [?][?][?][?].

Yes, you were. Yes, you were at school yesterday.

It was in your briefcase.

Was it?

Yes, it was. Yes. It was in your briefcase.

The boss said we were late for the meeting.

Were we?

QUESTION: No [?][?][?][?].

No, we weren't. No we weren't late for the meeting.

In these examples you could have responded with the long form or the short form.

Practice

1. Finish the following sentences with the past simple

a. Sara _____ (be/not) at work when you _____
(call)

b. They _____ (do) it when you _____ (be) absent

c. I _____ (be) angry when I _____ (find) out what
happened.

d. He _____ (cry) because he _____ (be) upset

e. I never _____ (ask) why it _____ (be/not) that
way.

2. Complete the sentences with was/were or

wasn't/weren't

a. I **wasn't / was not / was** happy this morning

b. They _____ at the store last week

c. She _____ kind to me

d. You _____ the person I wanted to talk to

e. I did visit, but they _____ at home

f. It _____ on the table where I left it

g. Why _____ she late for school?

h. When _____ they supposed to be here?

Answers

1. Finish the following sentences with the past simple

i. Sara **wasn't / was not** (be/not) at work when you

called (call)

j. They **did** (do) it when you **were** (be) absent

k. I **was** (be) angry when I **found** (find) out what

happened.

l. He **cried** (cry) because he **was** (be) upset

m. I never **asked** (ask) why it **wasn't / was not**

(be) that way.

2. Complete the sentences with was/were or

wasn't/weren't

n. I **wasn't / was not / was** happy this morning

o. They **were / weren't / were not** at the store last week

p. She **was / wasn't / was not** kind to me

q. You **were / weren't / were not** the person I wanted to talk to

r. I did visit, but they **were not / weren't** at home

i. **Because of "but", the response is negative*

s. It **was / wasn't / was not** on the table where I left it

t. Why **was** she late for school?

i. **It sounds strange to ask why someone*

wasn't late for school

u. When **were** they supposed to be here?

- i. Again, to ask this in the negative would be a strange question*

Practice

1. Finish the following sentences with the past simple

a. Sara _____ (be/not) at work when you _____
(call)

b. They _____ (do) it when you _____ (be) absent

c. I _____ (be) angry when I _____ (find) out what
happened.

d. He _____ (cry) because he _____ (be) upset

e. I never _____ (ask) why it _____ (be/not) that
way.

2. Complete the sentences with was/were or

wasn't/weren't

a. I **wasn't / was not / was** happy this morning

b. They _____ at the store last week

c. She _____ kind to me

d. You _____ the person I wanted to talk to

e. I did visit, but they _____ at home

f. It _____ on the table where I left it

g. Why _____ she late for school?

h. When _____ they supposed to be here?

Answers

1. Finish the following sentences with the past simple

i. Sara **wasn't / was not** (be/not) at work when you

called (call)

j. They **did** (do) it when you **were** (be) absent

k. I **was** (be) angry when I **found** (find) out what

happened.

l. He **cried** (cry) because he **was** (be) upset

m. I never **asked** (ask) why it **wasn't / was not**

(be) that way.

2. Complete the sentences with was/were or

wasn't/weren't

n. I **wasn't / was not / was** happy this morning

o. They **were / weren't / were not** at the store last week

p. She **was / wasn't / was not** kind to me

q. You **were / weren't / were not** the person I wanted to talk to

r. I did visit, but they **were not / weren't** at home

i. **Because of "but", the response is negative*

s. It **was / wasn't / was not** on the table where I left it

t. Why **was** she late for school?

i. **It sounds strange to ask why someone*

wasn't late for school

u. When **were** they supposed to be here?

- i. Again, to ask this in the negative would be a strange question*

Practice

1. In your own words, describe when we use the past simple and when we use the present simple

2. For the pronunciation rules regarding -ed endings, what are the 3 rules and can you provide verbs that fit into each category?

a. Rule 1: _____

b. Rule 2: _____

c. Rule 3: _____

i. Extra resources:

<https://www.foryouenglish.com/pronunciation/word-endings>

3. Write about the past by completing each sentence

a. There was no food at home, so I _____

b. I like going to parties. Last weekend _____

c. They have a farm. Yesterday they _____

d. I visited my grandma yesterday. We _____

e. I don't like flying. But last week _____

4. Irregular verbs! They can be tough, but don't let them stop you from learning English! Here are some resources to help you learn them easier

<https://www.foryouenglish.com/grammar/irregular-verbs>

Answers

1. In your own words, describe when we use the past simple and when we use the present simple

We use the past tense to talk about completed actions that are understood to have begun and finish in the past. The present simple is for habits, customs and facts that persist.

2. For the pronunciation rules regarding -ed endings, what are the 3 rules and can you provide verbs that fit into each category?

d. Rule 1: **Words that end with a voiceless consonant, like p, will have /t/ sounding -ed ending**

e. Rule 2: **Words that end with a voiced consonant sound, like b, will have a /d/ sounding -ed ending**

f. Rule 3: **Words that end with a /t/ or /d/ sound have an -ed ending that adds an extra syllable and sounds like /id/**

i. Extra resources:

<https://www.foryouenglish.com/pronunciation/word-endings>

3. Write about the past by completing each sentence

(there are a many, many options here)

f. There was no food at home, so I **went to the grocery store**

g. I like going to parties. Last weekend I **attended a few of them**

h. They have a farm. Yesterday they **milked the**
cows

i. I visited my grandma yesterday. We **baked a lot**
of sweets

j. I don't like flying. But last week I **travelled to**
Jamaica

Practice

1. Finish the sentences below with a verb in the negative

a. They went to the game, but I _____

b. We studied last night, but we _____ today

c. He had his credit card, but he _____ any cash

d. You arrived on time yesterday, but you _____
on time this morning

e. I wore school colors last year, but this year I
_____.

2. From the sentences given to you, make a question

with “Did...?”

a. I studied over the weekend. How about you?

Did you study over the weekend?

b. I got yelled at by my parents. How about you?

c. I missed the bus before school. How about you?

d. I woke up early. How about you?

e. I burnt my lunch. How about you?

Answers

1. Finish the sentences below with a verb in the negative

f. They went to the game, but I **didn't / didn't go**

(to the game)

g. We studied last night, but we **didn't / didn't**

study today

h. He had his credit card, but he **didn't have** any

cash

i. You arrived on time yesterday, but you **didn't**

arrive on time this morning

j. I wore school colors last year, but this year I

didn't / didn't wear school colors.

3. From the sentences given to you, make a question

with "Did...?"

a. I studied over the weekend. How about you?

Did you study over the weekend?

b. I got yelled at by my parents. How about you?

Did you get yelled at by your parents?

c. I missed the bus before school. How about you?

Did you miss the bus before school?

d. I woke up early. How about you?

Did you wake up early?

e. I burnt my lunch. How about you?

Did you burn your lunch

3.3 QS AND NEG

Asking questions in the past simple. In the previous lecture you learned how to make the regular past tense of verbs. We add an ed ending, and the pronunciation can change as well as the spelling. Now that we have that finished, let's look at how to ask questions with the past simple.

[00:00:17] To ask questions in the past simple.

[00:00:18] It's pretty easy! We just put did first, then the subject, and then the verb in the infinitive. Do not conjugate the verb! Leave it in its base form. I'll show you a couple examples and then we'll do some together.

[00:00:33] Did you go to school yesterday? Yeah, of course I did.

[00:00:36] Wow you were there when it happened! Did you feel scared?

[00:00:40] QUESTION: What you do when you found out?

[00:00:45] What did you do when you found out?

[00:00:47] QUESTION: How your mom arrive so early?

[00:00:52] How did your mom arrive so early

[00:00:55] QUESTION: Who most of the work?

[00:01:00] Who did most of the work?

[00:01:02] It's pretty easy right? Did never changes, not even depending on the subject. And as you saw wh- question words, who what where when why and how, all come first.

[00:01:15] So it goes wh question word, if you use one. Then did, and we need did here absolutely need it. It tells us that we're asking a question. Then it's followed by the subject and finally the infinitive form of our main verb. Do not conjugate it.

[00:01:33] Past simple negative. We also use did in the past negative, but unlike when asking questions, it does not come first. Here is the word order for past negative sentences in the simple.

[00:01:45] First the subject, then did not, or contracted didn't. So in the present we say doesn't and don't depending on the subject, but in the past we use didn't for every subject. And then finally our verb. The verb is still in the infinitive, don't conjugate it. Don't change it in any way.

[00:02:06] I'll give you a couple examples now and then we will do a few together.

[00:02:10] I didn't understand your question. Can you please ask again?

[00:02:14] You didn't finish your homework.

[00:02:16] Notice that the verb remains in the infinitive. Our main verb. Don't conjugate it in a question or in the negative sentence.

[00:02:23] QUESTION: We go to the mall because of the weather.

[00:02:27] We didn't go to the mall because of the weather.

[00:02:30] QUESTION: He watch the new episode yet.

[00:02:34] He didn't watch the new episode yet.

[00:02:36] QUESTION: you meet my brother yet?

[00:02:38] QUESTION: No, I meet him yet.

[00:02:43] Did you meet my brother yet? No, I didn't meet him yet.

[00:02:47] Native speaker pronunciation. In colloquial, spoken English, there are two popular ways to pronounce didn't. One is exactly as I have taught you so far. Didn't. Pronounce every letter clearly.

[00:03:02] This is still very common. But another very common pronunciation is didn't. So the second -D, the middle D, is silent. This is much more common in spoken, informal English. And the only time that you want to use this pronunciation. Otherwise say didn't in more formal situations. What's nice, is that you will probably be more in informal, regular general conversations.

[00:03:27] So just say didn't. No matter what though, we don't change the spelling. We always spell it didn-apostrophe-t. I'll give you a few sentences using both and see if you can notice the difference in pronunciation.

[00:03:42] I didn't do it on time. I didn't do it on time.

[00:03:46] Yeah, I didn't understand either. Yeah, I didn't understand either

[00:03:50] We didn't ask for permission. We didn't ask for permission.

[00:03:54] Responding to questions. As we've already talked about. There are long responses to questions and short responses. A long response means you basically repeat the entire question that you were asked. A short response is composed primarily of just the subject and verb. Let's take a look at the short responses in the positive and then the negative.

[00:04:13] Yes, I did. Yes, we did. Yes, you did. Yes. They did. Yes. He did. Yes. She did. Yes. It did.

[00:04:21] No, I didn't. No we didn't. No you didn't. No they didn't. No he didn't. No she didn't. No it didn't.

[00:04:30] Now let's compare some of the short and long responses.

[00:04:33] Did you see him?

[00:04:34] Yes, I did. / Yes. I did see him. / Yes. I saw him.

[00:04:38] Did they go to the park?

[00:04:40] Yes, they did. / Yes, they did go to the park. / Yes, they went to the park.

[00:04:45] Did we win the game?

[00:04:46] Yes, we did. / Yes. We did win the game. / Yes. We won the game.

Practice

1. Say what you were doing yesterday during the times listed

- a. 3:00
- b. 6:00
- c. 9:00
- d. 12:00
- e. 14:00
- f. 17:00
- g. 19:00
- h. 22:00

2. Say what you were **not** doing yesterday during the times listed

- a. 3:00

- b. 6:00
- c. 9:00
- d. 12:00
- e. 14:00
- f. 17:00
- g. 19:00
- h. 22:00

3. Ask your friend what **they were doing** during the
times listed

- a. 3:00
- b. 6:00
- c. 9:00
- d. 12:00
- e. 14:00

f. 17:00

g. 19:00

h. 22:00

4. Answer the questions

a. What are you doing right now?

b. What were you doing yesterday?

c. What were you doing last night?

d. What do you wish you were doing right now?

e. What aren't you doing right now?

Answers

There are many possible answers, if you want corrections, put your responses in the Q&A section of the course. If you want quicker, free corrections from native English speakers, go to www.italki.com, go to “community”, then “notebook” and write your examples there!

1. Say what you were doing yesterday during the times listed

f. 3:00

i. I was sleeping

g. 6:00

i. I was starting to wake up

h. 9:00

i. **I was drinking a cup of coffee**

i. 12:00

i. **I was eating lunch**

j. 14:00

i. **I was working**

k. 17:00

i. **I was returning home from work**

l. 19:00

i. **I was eating dinner with my family**

m. 22:00

i. **I was getting ready for bed**

2. Say what you were **not** doing yesterday during the
times listed

n. 3:00

i. I was not waking up

o. 6:00

i. I was starting to wake up

p. 9:00

i. I was not eating dinner

q. 12:00

i. I was not going home yet

r. 14:00

i. I was not talking to my boss

s. 17:00

i. I was not going to work

t. 19:00

i. I was not watching TV

u. 22:00

i. **I was not cooking food**

3. Ask your friend what **they were doing** during the times listed

v. 3:00

i. **What were you doing at 3am?**

w. 6:00

i. **Were you waking up at 6am?**

x. 9:00

i. **What were you drinking at 9am?**

y. 12:00

i. **What were you eating at noon?**

z. 14:00

i. **Who were you talking to around 14?**

aa. 17:00

i. **Were you returning home by 17:00?**

bb. 19:00

i. **How were you spending your time at
19:00?**

cc. 22:00

i. **Were you sleeping at 22:00?**

4. Answer the questions

dd. What are you doing right now?

i. **I am doing these exercises!**

ee. What were you doing yesterday?

i. **I was studying most of the day**

ff. What were you doing last night?

i. **I was watching some TV**

gg. What do you wish you were doing right now?

i. I wish I was relaxing

hh. What aren't you doing right now?

i. I am not eating

3.4 PAST CONTIN

The past continuous is used to describe actions that were happening before now. Actions that began in the past and at the time of speaking, were continuing.

[00:00:11] So these actions continue at the time speaking. In the past, so they express unfinished or uncompleted actions in the past that are often better defined by using them together with the past simple.

[00:00:26] The past continuous is also very often used to describe what was happening at a moment in the past. In a more general sense. Kind of like narration and then we add more specific detail by using the past simple as a complementary tense. Basically to describe what is happening in the story in the past.

[00:00:45] Let's take a closer look now at the past continuous.

[00:00:47] When I arrived home from work, he was watching TV.

[00:00:51] So when I got home, he had already started watching TV and was in the process of doing it. So with this sentence by itself, I don't know when he started watching TV and we still don't know when he stopped. All we know is that it was happening at that point in time: when I got home.

[00:01:09] I tried to call her but she was busy washing her hair.

[00:01:12] So we have a past simple action that only happens once and then it's done. The attempt at calling someone. And then there is another action. The woman was washing her hair. All we know is that she started before the call, was continuing to do it during the attempt at calling her, and continued to do it after the call.

[00:01:36] We'll look at some more examples later, but for now, let's see how to form the past continuous.

[00:01:41] Past continuous positive. Like the present continuous. We need to use the verb to be when using the past continuous. So for the positive form, the order is subject, was or were, and the verb ending in ing.

[00:01:57] I was visiting. He was visiting. She was visiting. It was visiting. We were visiting. You were visiting. They were visiting.

[00:02:07] Let's do some examples together.

[00:02:09] QUESTION: I TV.

[00:02:11] I was watching TV.

[00:02:19] QUESTION: They ···· my name.

[00:02:23] They were calling my name.

[00:02:25] QUESTION: We ···· to the store.

[00:02:30] We were going to the store.

[00:02:33] QUESTION: He ···· school at the same time.

[00:02:39] He was attending school at the same time.

[00:02:42] Past continuous negative. All we need to do to make the negative is add not after the verb to be. So was not or wasn't. Weren't or were not.

[00:02:54] I wasn't I was not visiting.

[00:02:57] He wasn't he was not visiting.

[00:02:59] She wasn't she was not visiting.

[00:03:02] It wasn't it was not visiting.

[00:03:04] We weren't visiting. We were not visiting.

[00:03:07] You were not. You weren't visiting.

[00:03:09] They were not they weren't visiting.

[00:03:13] Let's do some together now.

[00:03:14] QUESTION: She ···· reading when I arrived.

[00:03:21] She wasn't or was not reading when I arrived

[00:03:24] QUESTION: We ···· speaking loud enough.

[00:03:31] We weren't or we were not speaking loud enough

[00:03:34] QUESTION: It ···· operating properly.

[00:03:40] It wasn't or was not operating properly.

[00:03:43] QUESTION: They ···· paying attention to me.

[00:03:50] They weren't or were not paying attention to me.

[00:03:53] Past continuous questions. To ask questions in the past continuous we use inversion. If you forgot, inversion is when we change the order of the subject and verb. Not our main action verb that ends in ing though, that stays at the end. So the word order is now:

[00:04:10] Was I doing it wrong? Was he running late? Was she visiting you? Was it working properly? Were we going to be in trouble? Were you asking a question? Were you playing outside?

[00:04:24] Wh question words. And if you want to add a wh- question word, who what where when why or how, that goes at the very beginning of the question. So one last time to review, the word order is a first our question word, if you want to include one. Then the verb to be conjugated as either was or were, the subject and then the main action verb. Let's do some examples together.

[00:04:48] QUESTION: were you planning to arrive tonight?

[00:04:54] When were you planning to arrive tonight?

[00:04:55] QUESTION: was she talking to at the party?

[00:05:02] Who was she talking to at the party?

[00:05:04] QUESTION: was it functioning during the demo?

[00:05:07] How was it functioning during the demo?

[00:05:12] QUESTION: were they sending in the mail?

[00:05:17] What were they sending in the mail?

[00:05:19] Present continuous versus past continuous. Both of these tenses have similar meanings, but one is describing the past while the other is describing the present. So they are actions happening now at the time of speaking that have no clear starting point or finishing point. We'll end with a few examples.

[00:05:37] I'm studying now. I was studying yesterday.

[00:05:41] So in both situations, I'm studying. We don't know when I started or when I finished but at some point in time, this is the action that was occurring.

[00:05:50] It's snowing this morning. It was snowing last night.

[00:05:55] This morning it is snowing. It started sometime earlier and is continuing right now with no obvious end. The same thing happened last night. It was snowing and we don't know when it started last night or when it finished last night. In fact, it's possible that it's the same snow we're talking about this morning. And if it was in this case, we could say it was snowing last night and it's still snowing this morning.

[00:06:20] What are you doing right now? What were you doing at 2 p.m.

[00:06:24] In the first example, I'm asking what they are doing this very moment in the second example. I'm asking what they were doing at 2 p.m. I'm not asking when they started or finished, just what they were doing at that specific time in the middle or in the process of doing it.

2.4 PRES NEG

Present simple negative. We've just looked at how to make the present simple positive, or affirmative.

[00:00:06] Now, you're going to learn how to make it negative. To do this, we're going to use the same three verbs from the last lecture: to do, to travel, and to eat.

[00:00:15] To review.

[00:00:16] We already learned how to conjugate in the positive for the present simple.

[00:00:20] It's:

[00:00:21] I do.

[00:00:21] We do.

[00:00:22] You do.

[00:00:23] They do.

[00:00:24] He does.

[00:00:25] She does.

[00:00:26] It does.

[00:00:27] And now in the negative sentence we use don't and doesn't to make it negative.

[00:00:32] And we put the infinitive form of the verb after the negation, after don't or doesn't. This is why it's so important to know what the infinitive is, the base form of a verb, because we need to use it a lot! Especially when making a negative sentence, one more time:

[00:00:50] we use, we put, the infinitive form of the verb after the negation in the present simple! We do not conjugate or change our verb, so now in the negative:

[00:01:02] I don't do.

[00:01:03] We don't do.

[00:01:05] You don't do.

[00:01:07] They don't do.

[00:01:08] He doesn't do.

[00:01:10] She doesn't do.

[00:01:12] It doesn't do.

[00:01:13] You remember in the lecture about conjugating the present simple, we have two groups.

[00:01:17] And now the first group I/we/you/they use don't for negative sentences. And the second group, he/she/it uses doesn't for negative sentences.

[00:01:28] And after the negation, the doesn't or don't, we put the infinitive. Here are a few more examples to make it clear

[00:01:36] I eat. I don't eat.

[00:01:39] He eats. He doesn't eat.

[00:01:42] You travel. You don't travel.

[00:01:44] She travels. She doesn't travel.

[00:01:47] I eat early. I don't eat late.

[00:01:49] She eats late. She doesn't eat early.

[00:01:52] We travel in a group. We don't travel separately.

[00:01:55] He travels separately. He doesn't travel in a group.

[00:01:58] I do it by myself. I don't do it with your help.

[00:02:01] It does it better with a full battery. It doesn't do it better with a low battery.

[00:02:06] Negative contraction. Don't and doesn't are short forms, contractions of do not and does not. Because as you know, I we you they do and we add not after it! And do not becomes don't. I we you they don't! You also know that he she it does. And we add not after it. And does not becomes doesn't.

[00:02:33] I do not becomes I don't.

[00:00:02] Don't.

[00:00:01] He does not becomes he doesn't, doesn't.

[00:00:05] We do not becomes we don't, don't.

[00:00:09] She does not becomes she doesn't, doesn't.

[00:00:12] And we use the same rules as before when contracting, when using the short form. The rules again are 1: we use it in informal speech and writing. And two: in formal speech and writing we generally do not use contractions.

Practice

1. Say what you were doing yesterday during the times listed

- a. 3:00
- b. 6:00
- c. 9:00
- d. 12:00
- e. 14:00
- f. 17:00
- g. 19:00
- h. 22:00

2. Say what you were **not** doing yesterday during the times listed

- a. 3:00

- b. 6:00
- c. 9:00
- d. 12:00
- e. 14:00
- f. 17:00
- g. 19:00
- h. 22:00

3. Ask your friend what **they were doing** during the
times listed

- a. 3:00
- b. 6:00
- c. 9:00
- d. 12:00
- e. 14:00

f. 17:00

g. 19:00

h. 22:00

4. Answer the questions

a. What are you doing right now?

b. What were you doing yesterday?

c. What were you doing last night?

d. What do you wish you were doing right now?

e. What aren't you doing right now?

Answers

There are many possible answers, if you want corrections, put your responses in the Q&A section of the course. If you want quicker, free corrections from native English speakers, go to www.italki.com, go to “community”, then “notebook” and write your examples there!

1. Say what you were doing yesterday during the times listed

f. 3:00

i. I was sleeping

g. 6:00

i. I was starting to wake up

h. 9:00

i. **I was drinking a cup of coffee**

i. 12:00

i. **I was eating lunch**

j. 14:00

i. **I was working**

k. 17:00

i. **I was returning home from work**

l. 19:00

i. **I was eating dinner with my family**

m. 22:00

i. **I was getting ready for bed**

2. Say what you were **not** doing yesterday during the times listed

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i. I was starting to wake up

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i. **Who were you talking to around 14?**

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gg. What do you wish you were doing right now?

i. I wish I was relaxing

hh. What aren't you doing right now?

i. I am not eating

3.4 PAST CONTIN

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[00:05:55] This morning it is snowing. It started sometime earlier and is continuing right now with no obvious end. The same thing happened last night. It was snowing and we don't know when it started last night or when it finished last night. In fact, it's possible that it's the same snow we're talking about this morning. And if it was in this case, we could say it was snowing last night and it's still snowing this morning.

[00:06:20] What are you doing right now? What were you doing at 2 p.m.

[00:06:24] In the first example, I'm asking what they are doing this very moment in the second example. I'm asking what they were doing at 2 p.m. I'm not asking when they started or finished, just what they were doing at that specific time in the middle or in the process of doing it.

3.5 PASTCONT VS PASTSIMPLE

Past continuous vs. Past simple. The past continuous and past simple are often used together in the past to describe a moment, narrate or describe a story and to talk about what was happening when something else happened. Because of that we often use conjunctions. Like and but when and before. These conjunctions help us to combine different elements and tenses in the story.

[00:00:29] I was going to the store when my car died in the middle of the highway. So there's the action that was happening here. And it was interrupted by a different action that occurred at a more specific moment in time. The specific moment is the car dying or stopping.

[00:00:46] The house was looking worse every day until someone decided to buy it.

[00:00:50] In this case the past continuous action was the house continually looking worse, constantly looking worse. This action was interrupted by someone deciding to buy it the decision to buy the house only happened once. And then it was finished. That's why we put it in the past simple. Let's make a few simple stories to clarify this. Make it more obvious. The use between the two of them.

[00:01:14] I was taking a bath. Someone knocked on the front door. I stopped my bath. I answered the door.

[00:01:20] My bath was interrupted. We don't know when I started my bath, but it was interrupted when someone knocked on the door. So I answered it. So the past simple actions tend to stop a continuous action or make something else happen. The past continuous actions tend to be interrupted by something else.

[00:01:39] You can also think of it this way. What was I doing when someone knocked on the front door? I was taking a bath, I was in the process of taking the bath when someone knocked on the door. So I stopped my bath and answered the door. Let's look at the past simple a little bit more and give some examples to better explain its use.

[00:01:58] I watched a movie yesterday.

[00:02:00] This means I watch the entire movie from beginning to end.

[00:02:04] I was watching a movie yesterday when the power went out. So my movie-watching was interrupted. It was stopped because the electricity went out stopped working. We don't know when I started watching the movie, but at a specific point the electricity stopped functioning and the movie must have stopped, ending that action.

[00:02:23] It didn't snow when I was on vacation.

[00:02:25] So here during my entire vacation, from beginning to end. There was no snow. If we knew the specific dates of my vacation, that could be from January 1st to January 7th, for example.

[00:02:38] It was snowing when I left work yesterday. Here I am saying that when I left work, there was no snow falling from the sky. I'm describing that specific moment. It does not mean it wasn't snowing before I left or after I left. But when I left. At that moment. That specific moment, it wasn't snowing.

[00:02:57] There will be some more practice with this in the homework. And as we continue, you will learn more about the conjunctions and adverbs that help us know when to use present or past simple and when to use present or past continuous and how to combine them.

Practice

1. Put the verbs in the right tense, past simple or past continuous

a. I _____ (to hurt) my foot last Tuesday.

It _____ (to occur) when I _____ (to run) outside. I _____ (to trip) over a piece of wood.

b. My taxi _____ (to arrive) to pick me up, but someone else _____ (to get) in instead! I got angry, because I _____ (to know) my friends _____ (to wait) for me at the bar!

c. Jim _____ (to go) to work when he _____ (to walk) into a stranger and knocked him over. Jim was embarrassed,

because he _____ (not/to pay) attention to
his surroundings. He _____ (to help) the
stranger get up and _____ (to apologize).

Answers

1. Put the verbs in the right tense, past simple or past continuous

d. I **hurt** (to hurt) my foot last Tuesday. It **occurred** (to occur) when I **was running** (to run) outside. I **tripped** (to trip) over a piece of wood.

2. My taxi **arrived** (to arrive) to pick me up, but someone else **got** (to get) in instead! I got angry, because I **knew** (to know) my friends **were waiting** (to wait) for me at the bar!

2. Jim **was going** (to go) to work when he **walked** (to walk) into a stranger and knocked him over. Jim was embarrassed, because he **wasn't paying / was not paying** (not/to pay) attention to his surroundings. He

helped (to help) the stranger get up and **apologized** (to apologize).

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Practice

1. Used to and the past simple have the same uses, but when can we not use “would”?

2. Complete the following sentences with the past simple, would, or used to.

a. While in school, I _____ (drink) a lot on weekends

b. When I _____ (to be) a new employee, I didn't earn very much money

c. I _____ (not/live) in Chile

d. They _____ (ask) a lot of questions in class

e. She _____ (see) her family during break

Answers

1. Used to and the past simple have the same uses, but when can we not use “would”?

a. Would is not used when describing past states

2. Complete the following sentences with the past simple, would, or used to.

- i. While in school, I **would drink / used to drink / drank** (drink) a lot on weekends
- ii. When I **used to be / was** (to be) a new employee, I didn't earn very much money
- iii. I **didn't use to / didn't live** (not/live) in Chile
- iv. They **would ask / used to ask / asked** (ask) a lot of questions in class

v. She **used to see / would see / saw** (see)

her family during break

Practice

1. Used to and the past simple have the same uses, but when can we not use “would”?

2. Complete the following sentences with the past simple, would, or used to.

a. While in school, I _____ (drink) a lot on weekends

b. When I _____ (to be) a new employee, I didn't earn very much money

c. I _____ (not/live) in Chile

d. They _____ (ask) a lot of questions in class

e. She _____ (see) her family during break

3.6 Past habits

Talking about past habits.

[00:00:01] These are things that you maybe did a couple times as a tradition or a hobby. So let's look at how to talk about these past activities.

[00:00:09] Used to.

[00:00:10] Used to is the most common way to do this.

[00:00:12] I used to play outside all day as a kid.

[00:00:15] I used to live in New York.

[00:00:17] I used to drink three cups of tea in the morning.

[00:00:21] These are all things I did as habit or custom in the past, but we don't know if I continue to do them today. If things are different now, we use but. Like I used to live in New York, but now I live in Chicago. You can also use the combination of but not anymore.

[00:00:42] I used to live in New York, but not anymore.

[00:00:46] If the past habit or action continues today, we use and or the combination of and still.

[00:00:53] I used to live in New York and I do today, or I used to live in New York and I still do.

[00:01:00] So to form this we put the subject first, then used to, make sure to put the -d, U S E D to. It sounds like used to, and then the main verb in the infinitive. The main thing you're describing, where you lived, what you did.

[00:01:17] Questions with used to.

[00:01:19] You just learned that to ask normal past has questions, we use the question word did, and after did we use the infinitive form of our main verb. So used to becomes use to. The pronunciation is almost identical so don't worry about it, in regular speech no one will notice the difference between used to and use to. And it's understood based on context. However in writing there is a big difference between the two of them, especially if you're writing an essay or something more formal.

[00:01:51] Did you use to live in New York?

[00:01:53] Yes. I used to live there.

[00:01:55] Did they use to visit you?

[00:01:56] They used to visit me, but not anymore.

[00:01:59] Did we use to have breakfast here?

[00:02:01] I think we used to but not recently.

[00:02:03] Used to in the negative.

[00:02:05] In this section of the course, you've also learned how to make the past tense simple negative. We use didn't and then the infinitive of our main verb, so this becomes didn't use to.

[00:02:18] We didn't use to have breakfast here.

[00:02:20] They didn't use to visit me.

[00:02:22] I didn't use to live in New York.

[00:02:25] Past simple for habits.

[00:02:27] The past simple is used just almost as much as used to for describing past habits, and it's easier to form, too. So how do we know when the past simple is referring to past habits and not just one completed action from the past?

[00:02:42] It depends on context. So you need to pay attention to what is being discussed, how it's being talked about, and any relation to time or repetition.

[00:02:51] I lived in New York for ten years.

[00:02:53] So already to say I lived in New York tells us that this happened for an extended period of time, and for 10 years, tells us even further that this happened for quite a while almost a decade.

[00:03:05] They never visited me back then.

[00:03:08] To express the idea of habit here. We use the adverb, never. Adverbs most often tell us if the past simple is talking about a habit or just one action in the past, but wait. We can also use simple past tense negation. So they didn't visit me back then also works. Back then is a general reference to the same period of time in the past. We can't use never because we already have the negation in the past didn't did not. And in English we do not use two negatives.

[00:03:39] We had breakfast here a lot a lot.

[00:03:42] Tells us that this is referring to a habit or a custom. And it's to have breakfast remember. So we did this a lot. We ate breakfast at this restaurant quite a bit, quite frequently in the past. And just like with used to, we can use and or but to show if the habit continues or not in the present.

[00:04:02] Past habits with would.

[00:04:04] We use used to very similarly to how we use used to and the past simple when talking about past repeated actions and habits. However, do not use would if you are describing past states. That is only for used to and the past simple. Here are some examples to explain what I mean.

[00:04:23] I used to snowboard a lot.

[00:04:25] I snowboarded a lot.

[00:04:26] I would snowboard a lot,

[00:04:28] This is an action, to snowboard. So we can use all three options.

[00:04:32] I was a student for many years.

[00:04:34] I used to be a student for many years.

[00:04:37] We can't use would here because this is describing a past state, being a student. That is not a repeated action or habit that we use would for.

Answers

1. Used to and the past simple have the same uses, but when can we not use “would”?

a. Would is not used when describing past states

2. Complete the following sentences with the past simple, would, or used to.

- i. While in school, I **would drink / used to drink / drank** (drink) a lot on weekends
- ii. When I **used to be / was** (to be) a new employee, I didn't earn very much money
- iii. I **didn't use to / didn't live** (not/live) in Chile
- iv. They **would ask / used to ask / asked** (ask) a lot of questions in class

v. She **used to see / would see / saw** (see)

her family during break

Practice

1. Answer the questions below. Respond with both a positive and negative response

- a. Do you like to play chess?
- b. Does she like watching soccer?
- c. Does he write well?
- d. Do you enjoy watching TV?
- e. Do they know you?
- f. Does it feel okay?

2. Write about some habits or hobbies that you have. To demonstrate if you do or do not do these things, use some adverbs of frequency like “always, often, sometimes, occasionally and never”.

- a. (read books)

- b. (play outside)
- c. (read the news)
- d. (go out with friends)
- e. (spend time with friends)
- f. (study English)

3. Complete the sentence with the conjugated verb in either the affirmative (positive) or the negative. There are hints in the sentence to help you

- a. I _____ often. I love it! (travel)
- b. She _____ me anymore. We're no longer great friends (call)
- c. It's a beautiful place! I _____ you visit soon (hope)

d. I _____ if I should buy it. I fear it might be too
expensive (know)

Answers

1. Answer the questions below. Respond with both a positive and negative response

e. Do you like to play chess?

i. Yes, I like to play chess / Yes, I do

ii. No, I don't like to play chess / No, I don't

f. Does she like watching soccer?

i. Yes, she likes watching soccer / Yes, she does

ii. No, she doesn't like watching soccer / No, she doesn't

g. Does he write well?

i. Yes, he writes well / Yes, he does

ii. No, he doesn't write well / No, he doesn't

h. Do you enjoy watching TV?

i. Yes, I enjoy watching TV / Yes, I do

ii. No, I don't enjoy watching TV / No, I don't

i. Do they know you?

i. Yes, they know me / Yes, they do

ii. No, they don't know me / No, they don't

j. Does it feel okay?

i. Yes, it feels okay / Yes, it does

ii. No, it doesn't feel okay / No, it doesn't

4. Write about some habits or hobbies that you have. To demonstrate if you do or do not do these things, use

some adverbs of frequency like “always, often, sometimes, occasionally and never”.

a. (read books)

i. I read books often

b. (play outside)

i. I play outside sometimes

c. (read the news)

i. I never read the news

d. (go out with friends)

i. I always go out with friends

e. (spend time with friends)

i. I often spend time with friends

f. (study English)

i. I usually study English during the week

5. Complete the sentence with the conjugated verb in either the affirmative (positive) or the negative. There are hints in the sentences to help you

a. I **travel** often. I love it! (travel)

b. She **doesn't call** me anymore. We're no longer great friends (call)

c. It's a beautiful place! I **hope** you visit soon (hope)

d. I **don't know** if I should buy it. I fear it might be too expensive (know)

3.7 Past perfect & continuous

Past perfect and past perfect continuous.

[00:00:03] Both of these are used to show that one action in the past or event happened before another action or event in the past. The past perfect continuous focus is more on the duration and the length of the action. Let's get started so I can show you how to use both and also form them.

[00:00:19] The past perfect is used to show that one event or action happened before another event or action in the past. So most commonly the past perfect is used before the past simple and is also an important part of the third conditional.

[00:00:33] You can learn the conditional if clauses towards the end of this course, if you're interested.

[00:00:39] The past continuous is used differently. We use the past continuous to show that one action started in the past and continued happening until another moment in the past. The past simple is usually used with the past perfect continuous to show when the action ended. Let's start with the past perfect, and how to form it.

[00:00:58] To form the past perfect we have the subject, plus had, plus the past participle of our main verb. The only thing we have to be ready to change then, is the subject. Which is often contracted, shortened with, had. And pay attention, because the contracted form of a subject and had is the same as the contracted form of a subject and would. To learn about would go to the modal verbs section.

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[00:01:40] He had already left when they called. He'd already left before they called. He had he'd he'd.

[00:01:49] She had decided before they called on her. She'd decided before they called on her. She had she'd she'd.

[00:01:57] It had happened previous to his arrival. It'd happened previous to his arrival. It had it'd. It'd. Notice here that we really just get an -id sound ID. When we contract. The T sound disappears. It had. It'd.

[00:02:14] We had bought our tickets two days before. We bought our tickets two days before. We had we'd we'd.

[00:02:22] You had had a child before you turned 30. You'd had a child before you turn 30. You had you'd you'd.

[00:02:31] They had graduated before we started school. They'd graduated before we started school. They had they'd they'd.

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[00:02:41] To form the past perfect negative. All we do is add not after had. Had not. This can be contracted to form hadn't. Hadn't

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[00:03:12] Questions in the past perfect are super easy. Just change the order of the subject and had. When we do this, it's inversion.

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[00:03:40] Basically the past perfect takes us earlier than the past simple. Happens before the past simple. That's it. I'm going to give you some situations to try and explain this better.

[00:03:51] Basima and Raul go to school together and oftentimes they eat at the Moon Café. Raul ate lunch at the Moon Cafe yesterday. Basima also ate lunch at the Moon Cafe yesterday.

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[00:04:53] They both did something in the past yesterday. They ate lunch and now we can see the order of these past events and understand why Basima didn't see Raul at the cafe.

[00:05:05] Our next example.

[00:05:06] Jake has a son. His son was born five years ago. Before Jake's son was born, Jake traveled around the world. These are two separate actions in the past. His son was born five years ago and before his son was born, Jake traveled around the world. So Jake traveling happened first, a longer time ago.

[00:05:29] Here's how we can combine these ideas in one sentence with the past perfect and past simple.

[00:05:35] Jake had traveled around the world before his son was born five years ago.

[00:05:40] The past perfect makes it easy to organize past events. We know clearly that Jake did something, traveled around the world, before his son was born. Depending on the situation. We don't have to use the past perfect. You could also use the past simple twice.

[00:05:57] Jake traveled the world before his son was born five years ago.

[00:06:02] Using past perfect and past simple together help organize these events better though. If we just repeat the past simple, we know that things happened before, but the order of events is not as clear.

[00:06:15] The past perfect continuous.

[00:06:17] The past perfect simple that we just discussed, is used to show the completion of an event in the past. The past perfect continuous, what we're just about to look at, shows that an action or event in the past was still in progress before another action. The meanings are very similar. The primary difference is that the verb in the past perfect continuous focuses more on the length and duration of the action.

[00:06:43] The past perfect simple focuses on the completion of the action. The end of it. As well in the continuous tenses, stative verbs and verbs of sense are usually not used. They are

preferred in the simple tenses. Verbs like to know like understand hear smell and taste. Finally, actions that are completed at a specific moment, are done in finished, are not used in the continuous tenses. Verbs like to start stop and leave.

[00:07:12] Let's look at how to form the past perfect continuous and make some more examples to understand it better.

[00:07:17] How to form the past perfect continuous.

[00:07:20] To form the past perfect continuous, It's subject plus had plus been plus the ing form of the verb. So we add been and don't use the past participle, instead we use the present participle, the ing form of the verb. That's the same as the gerund. And remember, I mentioned before that in the US we pronounce it been, like the man's name. And in the UK and elsewhere, they pronounce it been. Like the beans that you eat. As well, the subject and had contractions are the same as before, too.

[00:07:53] I had been eating before you arrived home.

[00:07:55] He had already been preparing to leave before they called.

[00:07:59] She'd been deciding what to do before they called on her.

[00:08:02] It'd been happening previous to his arrival.

[00:08:05] We'd always been buying our tickets in advance before this problem occurred.

[00:08:09] You had been wanting a child long before you turned 30.

[00:08:12] Before they got in trouble, they'd been leaving school early without permission.

[00:08:17] Past perfect continuous in the negative.

[00:08:20] To form the past perfect continuous negative. We just add not after had and before been. Had not been. But that means there are two ways to contract in a negative sentence. Contract the subject and had, or contract had and not. So for example, I'd not been or I hadn't been. As an American, contracting the subject and had sounds more British. It's more common in the US to contract had and not. Though when we do want to add more stress to the not, emphasize the negation, here in the US we contract the subject and had, so not is by itself. Adding more emphasis to the negation.

[00:09:02] I hadn't been eating before you arrived home.

[00:09:04] I had not been eating before you arrived home.

[00:09:07] He hadn't already been preparing to leave before they called.

[00:09:10] He'd not already been preparing to leave before they called.

[00:09:13] She hadn't been deciding what to do before they called on her.

[00:09:17] She'd not been deciding what to do before they called on her.

[00:09:20] It had not been happening previous to his arrival.

[00:09:23] It'd not been happening previous to his arrival.

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[00:09:46] Before they got in trouble, they'd not been leaving school early without permission.

[00:09:50] Some examples.

[00:09:51] Like I mentioned there are two main differences between the past perfect and past perfect continuous. Most important, stative verbs and verbs related to actions completed at a specific moment aren't used in the continuous. As well, we generally don't use sense verbs in the continuous either. It's the same for present continuous, past continuous and future continuous. So my first example for the past perfect simple, when Basima arrived at the cafe Raul had already left, cannot be changed to the past perfect continuous, because you leave once. It is not an action that continues. You leave and then the action is finished. You don't continue leaving. You leave and then you are gone.

[00:10:33] But our other example, Jake had traveled around the world before his son was born five years ago. Can be turned into the past perfect continuous. In the past perfect simple, It focuses on the end of Jake's travels before something else happened.

[00:10:48] What stopped Jake from traveling? What ended? His son being born, that ended his travels. Let's turn this example into the past perfect continuous.

[00:10:57] Jake had been traveling around the world before his son was born five years ago.

[00:11:02] First of all, the meanings are very similar. There is one slight difference now. More focus is on Jake traveling and less focus on what ended his traveling. So are the past perfect continuous and past perfect simple very different in meaning? No! The bigger difference is related to stative verbs, sense verbs and one time actions that cannot be used in continuous tenses.

[00:11:24] So use whichever tense you like the sound of more, and just be sure the verb can be used in that tense.

Practice

1. How do we form the past perfect?
2. How do we form the past perfect continuous?
3. What is the major difference in meaning between the past perfect and the past perfect continuous?
4. What types of verbs cannot be used in the continuous tenses?
5. In the following sentences, you will see the past perfect and past perfect continuous. Explain the order of events for both of them and what is the focus of the sentences (completion of action or duration of action)
 - a. I had been driving for 6 hours when my leg cramped and I had to stop

b. She'd arrived to the party before anyone else
arrived

c. By the time the week finished, she had been
working 90 hours!

d. Before you came over, he had already finished
the last level of the game!

Answers

6. How do we form the past perfect?

a. Subject + had + past participle

7. How do we form the past perfect continuous?

a. Subject + had + been + -ing form of verb

8. What is the major difference in meaning between the past perfect and the past perfect continuous?

a. The past perfect focuses on the end of the past action, how it is interrupted by another action or how it is followed by another action.

The past perfect continuous focus more on the duration and length of the past action, before something else happened or was followed by a different action.

9. What types of verbs cannot be used in the continuous tenses?

a. Stative verbs (to know, to see, etc.)

b. Sense verbs (to feel, smell, etc.)

c. Verbs that happen at a specific moment and do not continue (to stop, to start, to leave, etc.)

10. In the following sentences, you will see the past perfect and past perfect continuous. Explain the order of events for both of them and what is the focus of the sentences (completion of action or duration of action)

a. I had been driving for 6 hours when my leg cramped and I had to stop

i. While driving my leg got sore and cramped. Up until that moment, before that moment, I was driving 6 hours. So I first drove 6 hours. Then my leg got sore. The focus is on the duration.

b. She'd arrived to the party before anyone else arrived

i. A woman arrives at the party first. She is the first guest. Later, everyone else arrives. She had arrived first! She arrived, then more people arrived. The focus is on the the completion of her action, and then the later actions. We also can't use

“arrive” in the continuous with this meaning of the verb.

c. By the time the week finished, she had been working 90 hours!

i. **The work week finishes. From the beginning of the week until the end, she worked a total of 90 hours. The focus is on how long she worked, 90 hours, before the week finished. Focus on duration/length.**

d. Before you came over, he had already finished the last level of the game!

i. **I came to the party. Before I came, a guy finished the last level of a video game. So**

**the past order of events are: 1) he
finished the game 2) I arrive at the party.**

**We're focused on the completion of one
action in the past, and another action that
happens after it!**

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[00:06:17] The past perfect simple that we just discussed, is used to show the completion of an event in the past. The past perfect continuous, what we're just about to look at, shows that an action or event in the past was still in progress before another action. The meanings are very similar. The primary difference is that the verb in the past perfect continuous focuses more on the length and duration of the action.

[00:06:43] The past perfect simple focuses on the completion of the action. The end of it. As well in the continuous tenses, stative verbs and verbs of sense are usually not used. They are

preferred in the simple tenses. Verbs like to know like understand hear smell and taste. Finally, actions that are completed at a specific moment, are done in finished, are not used in the continuous tenses. Verbs like to start stop and leave.

[00:07:12] Let's look at how to form the past perfect continuous and make some more examples to understand it better.

[00:07:17] How to form the past perfect continuous.

[00:07:20] To form the past perfect continuous, It's subject plus had plus been plus the ing form of the verb. So we add been and don't use the past participle, instead we use the present participle, the ing form of the verb. That's the same as the gerund. And remember, I mentioned before that in the US we pronounce it been, like the man's name. And in the UK and elsewhere, they pronounce it been. Like the beans that you eat. As well, the subject and had contractions are the same as before, too.

[00:07:53] I had been eating before you arrived home.

[00:07:55] He had already been preparing to leave before they called.

[00:07:59] She'd been deciding what to do before they called on her.

[00:08:02] It'd been happening previous to his arrival.

[00:08:05] We'd always been buying our tickets in advance before this problem occurred.

[00:08:09] You had been wanting a child long before you turned 30.

[00:08:12] Before they got in trouble, they'd been leaving school early without permission.

[00:08:17] Past perfect continuous in the negative.

[00:08:20] To form the past perfect continuous negative. We just add not after had and before been. Had not been. But that means there are two ways to contract in a negative sentence. Contract the subject and had, or contract had and not. So for example, I'd not been or I hadn't been. As an American, contracting the subject and had sounds more British. It's more common in the US to contract had and not. Though when we do want to add more stress to the not, emphasize the negation, here in the US we contract the subject and had, so not is by itself. Adding more emphasis to the negation.

[00:09:02] I hadn't been eating before you arrived home.

[00:09:04] I had not been eating before you arrived home.

[00:09:07] He hadn't already been preparing to leave before they called.

[00:09:10] He'd not already been preparing to leave before they called.

[00:09:13] She hadn't been deciding what to do before they called on her.

[00:09:17] She'd not been deciding what to do before they called on her.

[00:09:20] It had not been happening previous to his arrival.

[00:09:23] It'd not been happening previous to his arrival.

[00:09:26] We hadn't always been buying our tickets in advance before this problem occurred.

[00:09:31] We'd not always been buying our tickets in advance before this problem occurred.

[00:09:35] You hadn't been wanting a child long before you turned 30.

[00:09:38] You'd not been wanting a child long before you turned 30.

[00:09:41] Before they got in trouble, they hadn't been leaving school early without permission.

[00:09:46] Before they got in trouble, they'd not been leaving school early without permission.

[00:09:50] Some examples.

[00:09:51] Like I mentioned there are two main differences between the past perfect and past perfect continuous. Most important, stative verbs and verbs related to actions completed at a specific moment aren't used in the continuous. As well, we generally don't use sense verbs in the continuous either. It's the same for present continuous, past continuous and future continuous. So my first example for the past perfect simple, when Basima arrived at the cafe Raul had already left, cannot be changed to the past perfect continuous, because you leave once. It is not an action that continues. You leave and then the action is finished. You don't continue leaving. You leave and then you are gone.

[00:10:33] But our other example, Jake had traveled around the world before his son was born five years ago. Can be turned into the past perfect continuous. In the past perfect simple, It focuses on the end of Jake's travels before something else happened.

[00:10:48] What stopped Jake from traveling? What ended? His son being born, that ended his travels. Let's turn this example into the past perfect continuous.

[00:10:57] Jake had been traveling around the world before his son was born five years ago.

[00:11:02] First of all, the meanings are very similar. There is one slight difference now. More focus is on Jake traveling and less focus on what ended his traveling. So are the past perfect continuous and past perfect simple very different in meaning? No! The bigger difference is related to stative verbs, sense verbs and one time actions that cannot be used in continuous tenses.

[00:11:24] So use whichever tense you like the sound of more, and just be sure the verb can be used in that tense.

Answers

6. How do we form the past perfect?

a. Subject + had + past participle

7. How do we form the past perfect continuous?

a. Subject + had + been + -ing form of verb

8. What is the major difference in meaning between the past perfect and the past perfect continuous?

a. The past perfect focuses on the end of the past action, how it is interrupted by another action or how it is followed by another action.

The past perfect continuous focus more on the duration and length of the past action, before something else happened or was followed by a different action.

9. What types of verbs cannot be used in the continuous tenses?

a. Stative verbs (to know, to see, etc.)

b. Sense verbs (to feel, smell, etc.)

c. Verbs that happen at a specific moment and do not continue (to stop, to start, to leave, etc.)

10. In the following sentences, you will see the past perfect and past perfect continuous. Explain the order of events for both of them and what is the focus of the sentences (completion of action or duration of action)

a. I had been driving for 6 hours when my leg cramped and I had to stop

i. While driving my leg got sore and cramped. Up until that moment, before that moment, I was driving 6 hours. So I first drove 6 hours. Then my leg got sore. The focus is on the duration.

b. She'd arrived to the party before anyone else arrived

i. A woman arrives at the party first. She is the first guest. Later, everyone else arrives. She had arrived first! She arrived, then more people arrived. The focus is on the the completion of her action, and then the later actions. We also can't use

“arrive” in the continuous with this meaning of the verb.

c. By the time the week finished, she had been working 90 hours!

i. **The work week finishes. From the beginning of the week until the end, she worked a total of 90 hours. The focus is on how long she worked, 90 hours, before the week finished. Focus on duration/length.**

d. Before you came over, he had already finished the last level of the game!

i. **I came to the party. Before I came, a guy finished the last level of a video game. So**

**the past order of events are: 1) he
finished the game 2) I arrive at the party.**

**We're focused on the completion of one
action in the past, and another action that
happens after it!**

3.8 52 Verbs

Most common past simple verbs.

[00:00:02] In this lecture I'm going to give you the pronunciation of 52 of the most important verbs in the past simple. Many are irregular, so they don't follow the typical rules. So this will help you with the pronunciation as well as how to form them.

[00:00:16] Additionally, I'm including the past participle, since when the verb is irregular, this is often irregular, too.

[00:00:22] Don't try to memorize all of these at once, only the most important verbs according to the English you use or are trying to learn. If you need to memorize these words or want to do it more quickly, make flashcards to learn them through repetition and practice. With learning new vocabulary repetition and consistent study is the most important.

[00:00:41] So make sure to review the more difficult words at least once a day or a few times each week, and use them in your own examples and sentences, in writing and saying them out loud.

[00:00:51] In previous lectures in this section. I spend a lot more time with the verbs to be to have and the past tense -ed endings. So if you want to focus on those things a little bit more, go a little bit earlier in this section of the course. As well, there is a similar lecture to this one in the present tense section, so that you can learn how to pronounce these words in the present simple.

[00:01:14] To ask. Asked past participle asked.

[00:01:19] To be has to conjugations in the past.

[00:01:22] For I he she and it we say was.

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[00:01:37] To become became. Past participle become.

[00:01:42] To begin began. Past participle begun.

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[00:02:45] To help helped past participle. Helped.

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[00:04:25] To run. Ran past participle run.

[00:04:30] To say said past participle said. Like in the present, this is a very often mispronounced word in the past. The infinitive is say, the same vowel as hey. But the past simple and participle is said. With a vowel like the man's name Ed. Said.

[00:04:52] To see saw. Past participle seen.

[00:04:56] Two seemed seemed past participle seemed.

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Practice

1. Finish the sentences below with a verb in the negative

a. They went to the game, but I _____

b. We studied last night, but we _____ today

c. He had his credit card, but he _____ any cash

d. You arrived on time yesterday, but you _____
on time this morning

e. I wore school colors last year, but this year I
_____.

2. From the sentences given to you, make a question

with “Did...?”

a. I studied over the weekend. How about you?

Did you study over the weekend?

b. I got yelled at by my parents. How about you?

c. I missed the bus before school. How about you?

d. I woke up early. How about you?

e. I burnt my lunch. How about you?

Answers

1. Finish the sentences below with a verb in the negative

f. They went to the game, but I **didn't / didn't go**

(to the game)

g. We studied last night, but we **didn't / didn't**

study today

h. He had his credit card, but he **didn't have** any

cash

i. You arrived on time yesterday, but you **didn't**

arrive on time this morning

j. I wore school colors last year, but this year I

didn't / didn't wear school colors.

3. From the sentences given to you, make a question

with "Did...?"

a. I studied over the weekend. How about you?

Did you study over the weekend?

b. I got yelled at by my parents. How about you?

Did you get yelled at by your parents?

c. I missed the bus before school. How about you?

Did you miss the bus before school?

d. I woke up early. How about you?

Did you wake up early?

e. I burnt my lunch. How about you?

Did you burn your lunch

3.3 QS AND NEG

Asking questions in the past simple. In the previous lecture you learned how to make the regular past tense of verbs. We add an ed ending, and the pronunciation can change as well as the spelling. Now that we have that finished, let's look at how to ask questions with the past simple.

[00:00:17] To ask questions in the past simple.

[00:00:18] It's pretty easy! We just put did first, then the subject, and then the verb in the infinitive. Do not conjugate the verb! Leave it in its base form. I'll show you a couple examples and then we'll do some together.

[00:00:33] Did you go to school yesterday? Yeah, of course I did.

[00:00:36] Wow you were there when it happened! Did you feel scared?

[00:00:40] QUESTION: What you do when you found out?

[00:00:45] What did you do when you found out?

[00:00:47] QUESTION: How your mom arrive so early?

[00:00:52] How did your mom arrive so early

[00:00:55] QUESTION: Who most of the work?

[00:01:00] Who did most of the work?

[00:01:02] It's pretty easy right? Did never changes, not even depending on the subject. And as you saw wh- question words, who what where when why and how, all come first.

[00:01:15] So it goes wh question word, if you use one. Then did, and we need did here absolutely need it. It tells us that we're asking a question. Then it's followed by the subject and finally the infinitive form of our main verb. Do not conjugate it.

[00:01:33] Past simple negative. We also use did in the past negative, but unlike when asking questions, it does not come first. Here is the word order for past negative sentences in the simple.

[00:01:45] First the subject, then did not, or contracted didn't. So in the present we say doesn't and don't depending on the subject, but in the past we use didn't for every subject. And then finally our verb. The verb is still in the infinitive, don't conjugate it. Don't change it in any way.

[00:02:06] I'll give you a couple examples now and then we will do a few together.

[00:02:10] I didn't understand your question. Can you please ask again?

[00:02:14] You didn't finish your homework.

[00:02:16] Notice that the verb remains in the infinitive. Our main verb. Don't conjugate it in a question or in the negative sentence.

[00:02:23] QUESTION: We go to the mall because of the weather.

[00:02:27] We didn't go to the mall because of the weather.

[00:02:30] QUESTION: He watch the new episode yet.

[00:02:34] He didn't watch the new episode yet.

[00:02:36] QUESTION: you meet my brother yet?

[00:02:38] QUESTION: No, I meet him yet.

[00:02:43] Did you meet my brother yet? No, I didn't meet him yet.

[00:02:47] Native speaker pronunciation. In colloquial, spoken English, there are two popular ways to pronounce didn't. One is exactly as I have taught you so far. Didn't. Pronounce every letter clearly.

[00:03:02] This is still very common. But another very common pronunciation is didn't. So the second -D, the middle D, is silent. This is much more common in spoken, informal English. And the only time that you want to use this pronunciation. Otherwise say didn't in more formal situations. What's nice, is that you will probably be more in informal, regular general conversations.

[00:03:27] So just say didn't. No matter what though, we don't change the spelling. We always spell it didn-apostrophe-t. I'll give you a few sentences using both and see if you can notice the difference in pronunciation.

[00:03:42] I didn't do it on time. I didn't do it on time.

[00:03:46] Yeah, I didn't understand either. Yeah, I didn't understand either

[00:03:50] We didn't ask for permission. We didn't ask for permission.

[00:03:54] Responding to questions. As we've already talked about. There are long responses to questions and short responses. A long response means you basically repeat the entire question that you were asked. A short response is composed primarily of just the subject and verb. Let's take a look at the short responses in the positive and then the negative.

[00:04:13] Yes, I did. Yes, we did. Yes, you did. Yes. They did. Yes. He did. Yes. She did. Yes. It did.

[00:04:21] No, I didn't. No we didn't. No you didn't. No they didn't. No he didn't. No she didn't. No it didn't.

[00:04:30] Now let's compare some of the short and long responses.

[00:04:33] Did you see him?

[00:04:34] Yes, I did. / Yes. I did see him. / Yes. I saw him.

[00:04:38] Did they go to the park?

[00:04:40] Yes, they did. / Yes, they did go to the park. / Yes, they went to the park.

[00:04:45] Did we win the game?

[00:04:46] Yes, we did. / Yes. We did win the game. / Yes. We won the game.

2.5 PRES QS

How to ask questions in the present simple. We are just about done with the present simple. All that's left to learn is how to ask questions!

[00:00:08] So let's learn how to do it.

[00:00:10] Forming questions with the present simple. Do and does. We put do or does now at the beginning of our question sentence. Then the subject and finally the main verb in the infinitive.

[00:00:24] So we do not conjugate or change our main verb, it stays in the base form. Let me show you using our verb examples, do eat and travel.

[00:00:34] Do I speak fluently?

[00:00:36] We use do here because I we you they, all use do. And do at the beginning lets us know that it's a question.

[00:00:44] Does he like to travel?

[00:00:46] We use does because he she it all use does. And we don't say likes because in a question, we do not conjugate the main verb. Similar to the negative sentences. Remember?

[00:00:59] Do we have time before dinner?

[00:01:00] We use do because I we you they all use do.

[00:01:05] Does it belong to you? We use does because he she it use does, and do you remember why we don't conjugate or change to belong? Well because we use the infinitive when asking a question. Just like we do in negative sentences.

[00:01:20] Word order. Most mistakes people make when asking questions in the present simple are related to word order. That is the order you have to put the words in, or how you arrange them.

[00:01:31] So let's look at the word order and see where to put those question words we saw before: who what where when why and how. The question words come first in a question. Who what where when why how, are the most common question words, but we can also change them slightly.

[00:01:49] How often to ask about frequency.

[00:01:52] How much and how many to ask about quantity.

[00:01:56] Then comes either do or does.

[00:01:59] That depends on the next part of the sentence, which is the subject.

[00:02:03] Whether we use do or does depends on our subject and that comes next. If we have an adverb of frequency, an adverb that tells us how much or how little something happens, that comes next. These are like always never usually or seldom.

[00:02:19] And after that we have the infinitive, and you know that we don't conjugate this. The infinitive stays in its base form.

[00:02:27] And finally at the end if we need it, we include our object. If you need more help with word order, it will be discussed later in this course.

[00:02:35] Short responses and long responses. Whenever you have a question that starts with do or does you can choose to give a long response or a short response to the question.

[00:02:45] There are a few reasons you might want to pick one, but they are not specific rules you must follow. They are more related to culture and politeness. Generally, you will give a full longer response if you are participating in the conversation and want it to continue. Other times, if you want to show that you are not interested, you are more likely to give the short response.

[00:03:06] Don't worry about that. You will probably be able to tell by the person's tone of voice, if they are enthusiastic or sound upset or bored. Finally the short responses are just very common in spoken English. Because they're quicker and easier to say.

[00:03:20] As well, the longer responses will be heard more in formal situations or when showing respect. I discuss short and long responses as well as the grammar, later in the course. I'll give you a few examples now.

[00:03:32] Do you want to come with us? Yeah, I do.

[00:03:35] Do you know her? No, I don't know her.

[00:03:37] Who is she?

[00:03:39] Do they always act like that? Yeah, they do.

[00:03:42] Do you understand what is required if you get this job? Yes, sir. I do understand and I am eager to succeed.

[00:03:48] What do you do?

[00:03:50] One last point, one last thing to mention about the question, what do you do? Now, you know that the present simple is about habits and hobbies. So this question does not mean what are you doing?

[00:04:01] Right now? It actually means what do you do for work? What is your job? What is your profession? How do you earn money? So to respond to this question, you can say I'm a ... blank and then your position, or you can say I work as a and then state your position.

[00:04:18] Hi, I'm Mark. I'm a software engineer. What do you do?

[00:04:22] Hi, I'm Sam. I work as an engineer.

[00:04:24] Hi. I'm Hajar. I work as an engineer.

[00:04:26] What do you do again? Oh, I'm A salesperson.

[00:04:29] We haven't met yet. What did you say you do?

[00:04:32] Yeah, great to meet you too. I work as a freelancer.

3.2 ED ENDINGS

Regular verbs in the past simple. For regular verbs in the past simple, they will get an -ed ending. So you take the infinitive, or the base form of a verb, and you add an -ed at the end. That shows us that we are using the past simple. Play, played. Watch, watched. Want, wanted. The Ed ending does not change depending on the subject.

[00:00:25] It stays the same. Let's look at this a little bit more.

[00:00:28] Use of past simple. Before I tell you more about the ED past simple ending, just a little explanation of when we use the past simple. We will focus more on this later. But for now, let's just say that the past simple is for an action that was done and completed in the past.

[00:00:46] It happened at a specific moment and ended at a specific moment. This is the most important meaning, and the only one you need to know right now. In a few lectures, we will also compare it to the past continuous as well as how to use the past simple for habits.

[00:01:02] Examples. I walked to the store yesterday. We played football before lunch. She studied at the same school. They wanted to arrive early.

[00:01:12] Pronunciation of Ed endings. There are three simple rules to follow to help with pronouncing the Ed endings in the past simple. We will discuss them a little together, and I will put a lot more resources to help you in the homework for this lecture. Before I explain the three rules, I'm going to use the terms 'voiced and voiceless consonant' to help you with the Ed endings.

[00:01:36] A consonant is any sound we make that is not a vowel, like B and P. To say a voiced consonant like b as in boy, your vocal cords vibrate. They move quite a bit. To say an unvoiced consonant like p as in pig, your vocal chords move very little, or not at all.

[00:02:01] Let's continue now to the 3 -ed endings. Rule one: t sound. The Ed ending is pronounced as T after a voiceless consonant like P, F, K, SH, CH and X. However, not after T. The T sound has its own rule, and that's rule number 3! Some examples for rule number one. Ask asked, dance danced, help helped, photograph photographed, publish published.

[00:02:37] Rule number 2, -D sounding Ed ending.

[00:02:41] The Ed ending is pronounced as -d, after a voiced consonant like

[00:02:46] B, G, J, L, M, N, R, V, Z

[00:02:50] and after vowels like A E I O U.

[00:02:52] If a word ends in d that sound, the D sound, has its own rule. For rule number 3, and it shared with the T sound.

[00:03:05] Here are some examples for rule number two.

[00:03:08] Advise advised. Apply applied. Borrow borrowed. Perform performed. Prepare prepared. Cool cooled.

[00:03:22] Rule number 3.

[00:03:24] -ID Sounding Ed Endings. By now you should know that rule 3 only includes words that end in a -t sound or a -d sound, and what happens here is we add an extra syllable for this Ed ending. It has an -id sound. So for rules one and two, we just add that sound but not the extra syllable. Look at the following examples to see what I am talking about.

[00:03:50] Except accepted. Add added. Distribute distributed. Land landed. Last lasted. State stated.

[00:04:05] If you want it, and I recommend you do, there are links to practice this more in the homework. Just like the pronunciation rules we looked at, there are also some spelling rules you must memorize with the Ed ending.

[00:04:18] Verbs that end in -y in the infinitive. When a regular verb in the infinitive ends in -y it will change to -IED in the past .Study becomes studied. Cry becomes cried. Spy becomes spied. Tidy tidied.

[00:04:39] Verbs in the infinitive that end in -p and -n. When a one-syllable regular verb ends in a vowel followed by a consonant P or N, we add an extra P or P to the spelling in the Ed ending. Chop becomes chopped. Slip becomes slipped. Plan becomes planned. Fan becomes fanned.

[00:00:13] Irregular verbs in the past simple.

[00:00:16] I've mentioned irregular verbs a few times now. This is probably one of the most difficult things for English Learners because there are so many of them. TWo of the most important verbs, to be and to have, are irregular. This is why it's so important to learn vocabulary as you see it and use it, not by memorizing random lists.

[00:00:35] When you see a new verb, check to see if it is regular. A website like Word Reference is perfect for this. And most dictionaries will tell you too. In the homework, I will put a link to some of the most important irregular verbs as well as some popular videos with unique and impressive ways to memorize them.

Practice

1. Write questions using “Do ...?” or “Does ...?”

a. They enjoy being outside. What about you?

i. Example: Do you like being outside?

b. We watch a lot of movies. How about them?

c. I work on the weekends. What about him?

d. She practices karate. What about you?

e. He speaks 3 languages. How about you?

f. They want a new puppy. How about you?

2. Answer the questions using long and short responses

a. Do you like travelling?

b. Does she know your parents?

c. Do they know each other?

d. Do we have enough time?

e. Does he understand the consequences?

f. Does it always happen?

g. Does she want them right now?

Answers

1. Write questions using “Do ...?” or “Does ...?”

h. They enjoy being outside. What about you?

i. Example: Do you like being outside?

i. We watch a lot of movies. How about them?

i. Do they watch a lot of movies?

j. I work on the weekend. What about him?

i. Does he work on the weekend?

k. She practices karate. What about you?

i. Do you practice karate?

l. He speaks 3 languages. How about you?

i. Do you speak 3 languages?

m. They want a new puppy. How about you?

i. Do you want a new puppy?

3. Answer the questions using long and short responses

a. Do you like travelling?

i. Yes, I do / Yes, I like travelling

ii. No, I don't / No, I don't like travelling

b. Does she know your parents?

*i. Yes, she does / Yes, she knows my
parents*

*ii. No, she doesn't / No, she doesn't know
my parents*

c. Do they know each other?

i. Yes, they do / Yes, they know each other

*ii. No, they don't / No, they don't know each
other*

d. Do we have enough time?

i. Yes, we do / Yes, we have enough time

***ii. No, we don't / No, we don't have enough
time***

e. Does he understand the consequences?

***i. Yes, he does / Yes, he understands the
consequences***

***ii. No, he doesn't / No, he doesn't
understand the consequences***

f. Does it always happen?

i. Yes, it does / Yes, it always happens

***ii. No, it doesn't / No, it doesn't always
happen***

g. Does she want them right now?

i. Yes, she does / Yes, she wants them right now

ii. No, she doesn't / No, she doesn't want them right now

2.8 IRREG

To have and to go.

[00:00:01] Irregular verbs are verbs that do not follow the typical rules in the English language. There are a good amount of irregular verbs. And for some people, this is the hardest part of the language to learn. You do however have to memorize them one by one. In another lecture, I gave you some pronunciation help with some of these verbs, but right now let's look at to go and to have.

[00:00:23] To have.

[00:00:25] I have. We have. You have. They have.

[00:00:29] To have is a very important verb to know, because you need to know how to use it with the perfect tenses and when showing possession. So you must know how to conjugate this one easily and correctly.

[00:00:41] I have some free time tonight. Do you have some time to talk later?

[00:00:45] She has two brothers. We have no more time off.

[00:00:48] December has 31 days in a month. My car has a flat tire.

[00:00:54] They have no excuse for why they are late.

[00:00:56] To go.

[00:00:57] I go. We go. You go. They go. He goes. She goes. It goes.

[00:01:04] As a rule, words that end in -o will often end in -es when conjugated with he she it. So that's an easy irregular thing to remember.

[00:01:15] She goes there every Tuesday.

[00:01:17] Time goes quickly when you're having fun.

[00:01:19] We usually go to our grandmother's house.

[00:01:22] He goes to the bathroom a lot.

[00:01:24] Alright, so that was just two of the most important irregular verbs. Throughout this course, you'll be seeing a lot more, so you will be getting practice with some of the more important ones.

[00:01:32] But otherwise, as you learn them, or as you learn any verb, just to make sure to check out its conjugation. You can do that with an online dictionary like WordReference.com and with

any dictionary that you have available. So yes, irregular verbs are a bit challenging, but you can do it, so don't worry.

Practice

1. Put the verb in the correct sentence and change it to its -ing form (sit, eat, wait, ask, go, lie, win)

a. He's _____ his mom if you can go or not

b. We're _____ by six points!

c. Can I call you back? I'm _____ with my family right now.

d. She's _____ next to her brother.

e. They're _____ for you, so hurry up!

f. Are you _____? That doesn't sound true!

g. I'm _____ to the store right now. Should I get you anything?

2. Answer the questions about what's happening now where you are. Try and write positive and negative examples, and short and long responses

- a. Are you eating?
- b. Is it raining?
- c. Are you studying?
- d. Are you hanging out with friends?
- e. Are your parents with you?
- f. Are you sitting while you do this?
- g. Are you listening to music?

Answers

1. Put the verb in the correct sentence and change it to its -ing form (sit, eat, wait, ask, go, lie, win)

h. He's **asking** his mom if you can go or not

i. We're **winning** by six points!

j. Can I call you back? I'm **eating** with my family right now.

k. She's **sitting** next to her brother.

l. They're **waiting** for you, so hurry up!

m. Are you **lying**? That doesn't sound true!

n. I'm **going** to the store right now. Should I get you anything?

2. Answer the questions about what's happening now where you are. Try and write positive and negative examples, and short and long responses

o. Are you eating?

i. Yes, I am / Yes, I'm eating

ii. No, I'm not / No, I'm not eating

b. Is it raining?

i. Yes, it is / Yes, it's raining

ii. No, it's not / No, it's not raining

c. Are you studying?

i. Yes, I am / Yes, I'm studying

ii. No, I'm not / No, I'm not studying

d. Are you hanging out with friends?

i. Yes, I am / Yes, I'm hanging out with friends

ii. No, I'm not / No, I'm not hanging out with friends

e. Are your parents with you?

i. Yes, they are / Yes, they are with me / Yes, my parents are with me

ii. No, they aren't / No, they aren't with me / No, my parents aren't with me

f. Are you sitting while you do this?

i. Yes, I am / Yes, I'm sitting while I do this

ii. No, I'm not / No, I'm not sitting while I do this

g. Are you listening to music?

i. Yes, I am / Yes, I'm listening to music

ii. No, I'm not / No, I'm not listening to music

2.6 PRES CNT

The present continuous, or the present progressive. To begin with you might know this tense the present continuous, by a different name. The present progressive, or just the progressive. There's also the past Progressive or continuous and we'll talk about that later. In this course, I'm only going to mention it by the continuous.

[00:00:20] So just know that progressive/continuous the same exact thing. So let's start by looking at how to form it.

[00:00:28] How to form the present continuous.

[00:00:30] In a positive affirmative sentence, the order is subject then the verb to be, and then the main verb ending in -ing. Here's how you conjugate with the different subject groups.

[00:00:43] I am doing eating traveling.

[00:00:46] He/she/it is doing eating traveling.

[00:00:50] We/you/they are doing eating travelling.

[00:00:54] But you should remember from earlier on, when learning to be, that we often contract, push words together. So we can also say:

[00:01:04] I'm doing it I'm.

[00:01:06] I am become I'm.

[00:01:08] He's eating. He's.

[00:01:11] She's traveling to Rome.

[00:01:13] She's.

[00:01:14] It's moving its.

[00:01:17] We're going there. We're.

[00:01:19] You're sitting. You're.

[00:01:21] They're speaking they're.

[00:01:23] Present continuous in the negative. It's pretty simple to make the present continuous negative. All you do is add not after the verb to be. Let's do it with the examples we just made.

[00:01:35] I'm doing it becomes I'm not doing it.

[00:01:38] He's eating becomes he's not eating.

[00:01:41] She's traveling to Rome becomes she's not traveling to Rome.

[00:01:45] It's moving becomes it's not moving.

[00:01:48] We're going there becomes we're not going there.

[00:01:51] What we use the present continuous for. We use the present continuous to describe actions that are happening now at the moment of speaking. That does not mean the thing has to be happening exactly when you are speaking or writing, but it is happening at that moment in your story.

[00:02:10] Don't worry if this is still a little confusing we are about to look at some examples and we will compare the present simple and present continuous more in a few lectures. Just know that it is not a completed action or habit from the past. It is not something that will happen in the future. It's something happening now.

[00:02:31] Can you please turn down the music? My parents are sleeping.

[00:02:35] I'm not reading the newspaper. I'm reading a fashion magazine.

[00:02:38] You can play with your friends after we're done eating.

[00:02:42] I love the shoes you're wearing today. Where did you find them?

[00:02:45] They're not coming right now. They will come this evening.

[00:02:48] Spelling rules. There are some simple spelling rules, but very important that will help you in forming the -ing form of the verb we need for the continuous. Just so you know, these sometimes change depending on if you speak British or American English, but both are correct and you choose which spelling to use. As well always check with a dictionary to see if a verb is regular or irregular before you memorize it.

[00:03:13] These rules work for the majority of verbs, but the English language has a very good number of irregular verbs that will change slightly.

[00:03:21] Verbs that end in -e. If a verb ends in -e like to take, to write, to arrive. The E disappears, we lose it. So they become taking, writing and arriving.

[00:03:36] Verbs that end in -n and -m. Verbs that end in n and m, like when, pin and swim will get an extra n and m in the -ing form. So they become winning, pinning and swimming.

[00:03:53] Verbs that end in -ie. Many verbs that end in ie like lie, tie and die will lose their ie and it will be replaced with just a -y. So lying, tying and dying. One Last Time one of the trickiest things about English is irregular verbs.

[00:04:13] So when you learn a new verb check a dictionary and I offer my favorites in the first section, even a lot of native speakers get confused with these verbs, so don't get upset when you do. It's normal!

Practice

1. Put the verb in the correct sentence and change it to its -ing form (sit, eat, wait, ask, go, lie, win)

a. He's _____ his mom if you can go or not

b. We're _____ by six points!

c. Can I call you back? I'm _____ with my family right now.

d. She's _____ next to her brother.

e. They're _____ for you, so hurry up!

f. Are you _____? That doesn't sound true!

g. I'm _____ to the store right now. Should I get you anything?

2. Answer the questions about what's happening now where you are. Try and write positive and negative examples, and short and long responses

- a. Are you eating?
- b. Is it raining?
- c. Are you studying?
- d. Are you hanging out with friends?
- e. Are your parents with you?
- f. Are you sitting while you do this?
- g. Are you listening to music?

Answers

1. Put the verb in the correct sentence and change it to its -ing form (sit, eat, wait, ask, go, lie, win)

h. He's **asking** his mom if you can go or not

i. We're **winning** by six points!

j. Can I call you back? I'm **eating** with my family right now.

k. She's **sitting** next to her brother.

l. They're **waiting** for you, so hurry up!

m. Are you **lying**? That doesn't sound true!

n. I'm **going** to the store right now. Should I get you anything?

2. Answer the questions about what's happening now where you are. Try and write positive and negative examples, and short and long responses

o. Are you eating?

i. Yes, I am / Yes, I'm eating

ii. No, I'm not / No, I'm not eating

b. Is it raining?

i. Yes, it is / Yes, it's raining

ii. No, it's not / No, it's not raining

c. Are you studying?

i. Yes, I am / Yes, I'm studying

ii. No, I'm not / No, I'm not studying

d. Are you hanging out with friends?

**i. Yes, I am / Yes, I'm hanging out with
friends**

**ii. No, I'm not / No, I'm not hanging out with
friends**

e. Are your parents with you?

**i. Yes, they are / Yes, they are with me / Yes,
my parents are with me**

**ii. No, they aren't / No, they aren't with me /
No, my parents aren't with me**

f. Are you sitting while you do this?

i. Yes, I am / Yes, I'm sitting while I do this

**ii. No, I'm not / No, I'm not sitting while I do
this**

g. Are you listening to music?

i. Yes, I am / Yes, I'm listening to music

ii. No, I'm not / No, I'm not listening to music

2.1 To be am is are

To be is by far the most important verb that exists in the English language. So it's super super important that you know how to conjugate it. To conjugate a verb means to change it depending on who the subject is, who is doing the action. As well, with a lot of verbs we can contract them, combine them to make a shorter form with the subject.

[00:00:25] This is a contraction. So I will show you the contractions, as well as the long forms in positive and negative sentences. So let's start with these things!

[00:00:35] Positive conjugation. So in the positive, we have I am, he is, she is, it is, we are, you are, they are. We also have a short form,. We contract or shorten these into something shorter.

[00:00:52] I am becomes. I'm I'm. He is he's he's. She is, she's she's. It is it's it's. We are, we're we're. You are, you're you're. Most often in spoken English, you hear this pronounced you're, so exactly the same pronunciation as the possessive pronoun, your. Other times depending on accent or situation. Some people say you're, with almost an extra vowel sound in there. For, you make it easy always say you're. So exactly the same as the pronunciation for the possessive pronoun.

[00:01:45] And finally they are becomes they're. They're. You do sometimes hear that with a little bit of that same extra vowel sound in the middle. You're but make it easy for yourself just say they're. It's also the exact same sound of the possessive pronoun their. But now you know that sometimes you will hear it slightly different from native speakers.

[00:02:11] I am, I'm. He is. He's. She is, she's. It is, it's. Also notice that he is and she is become he's she's. The S has a z sound or in British English a zed. However, it is becomes it's, a soft S sound. Okay, we are, we're. You are, you're. They are, they're. Negative conjugation. But what about the negative, we use negative sentences a lot.

[00:02:48] So let's look at how we make to be negative and we'll look at the short form, the contraction that the negative has as well. I am not. So we can see that not is how we make this verb negative, and in the short form the contraction remember, it's I'm not. I'm not. I am. I'm not. He is not, he's not. He's not. She is not. She's not. She's not. Getting a z sound again here remember? It is not, It's not. It's not.

[00:03:28] But look now we have that soft s sound it's. We are not, we're not. We are not for we're, it sounds exactly the same as ear. But with a W at the beginning, we're. You are not you're not. You're not. They are not they're not, they're not I am not I'm not. She is not, she's not. He is not, he's not. It is not, it's not. You might have noticed too that she he and it share the same conjugation.

[00:04:08] However, he and she have that z sound and it has that soft s sound. We are not, we are not. You are not, you're not. They are not, there not. Long form versus short form. So when

do we use the long form? And when do we use the short? A couple reasons first in spoken English, we like to make things shorter and easier to say, so we contract that is we use short forms more often.

[00:04:41] It's just much more common in spoken English. So in spoken English the short form, the contracted form, is much more popular. In written English, especially in essays or your homework. We usually don't contract we prefer the long form, unless you are writing in an informal way like with friends. And finally in

[00:05:00] spoken English, we do sometimes use the long form but really only when we want to emphasize something to stress it and focus on it a little bit more. As well, we also use it in very formal situations like an important work meeting or talking to your boss. Let me give you some examples and you try to tell me why we're contracting using the short form and why sometimes we're not.

[00:05:24] Remember pause the video when you hear the sound and press play again after giving your response. I still can't find it. I told you it is over there. I didn't contract in the second sentence because it's for stress emphasis Dear Sir or Madam. It is an honor to write you this letter. Written English using a formal tone. Dude.

[00:05:49] It's so cool to finally meet you. This is spoken English and very informal so we contract Mr. Parker. I am looking forward to watching your presentation this morning. Here we don't contract because it sounds very formal. It looks like it might be a writing too. No the boss said I am responsible for it. What? You are responsible for the project now.

[00:06:16] Here we are really stressing the subject putting emphasis. Using to be with adjectives and when describing people. I told you to be is very common and very important. We need to use it with adjectives and often when describing people like their age. Let's look at some examples and also later in this course, we will talk a lot more about adjectives. To be scared of something.

[00:06:41] He's scared of slipping on the ice. To be sick. She's sick. So she won't be at work today. To be an age. I'm 44 and my parents are both 70. Notice that in English. We use to be with age not have or with. Many advanced students make this mistake, but not you right? He's Brazilian and they're Indian. No you misheard me.

[00:07:06] I said that I am too tired to go out tonight. It's rainy today. If you're hungry, we can go to a cafe! Notice here, It's to be hungry not to have hunger. That there and here. We're going to look more at these later. But just to tell you right now how we contract them. We shorten them when followed by to be.

[00:07:27] And the rules about whether to use the long form or the short form are exactly the same if the situation is formal or informal in spoken English. Or if our writing is formal or

informal. And we also don't contract if we want to stress something to emphasize or point it out. Here are some examples. That there and here. There's a new restaurant,

[00:07:50] do you want to eat there? There is your car over there! Here's my address. Look forward to seeing you. That's my son in the front. Oh, here's the entrance. Excuse me, sir and Madam, but there is no more seating available. I am terribly sorry! Wait, there is more seating or there is not more seating, speak louder.

[00:08:10] I can't hear you. Alright, so that was our introduction to the most important verb in English, to be. So go do the homework and keep practicing!

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The present continuous, or the present progressive. To begin with you might know this tense the present continuous, by a different name. The present progressive, or just the progressive. There's also the past Progressive or continuous and we'll talk about that later. In this course, I'm only going to mention it by the continuous.

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2.7 PRES CNT QS

Asking questions with the present continuous. To ask questions with the present continuous. We use something called inversion. All that inversion means is that we change the order of to be and our subject.

[00:00:13] So let's start by quickly reviewing how we form the positive affirmative form of the continuous, and then look at how to turn it into a question.

[00:00:21] So let's get started. Here we go.

[00:00:24] I am going I'm going.

[00:00:27] He she it is working.

[00:00:29] We you they are playing.

[00:00:33] Now we're going to try forming some questions. So I want you to try first and then I will give you the answer. Remember all we do is change the subject and the verb to be

[00:00:44] QUESTION going? With subject I.

[00:00:50] Am I going?

[00:00:51] QUESTION: working? Use subject he or she or it.

[00:00:56] Is he working? Is she working? Is it working?

[00:01:03] QUESTION playing? Use subject we you or they.

[00:01:09] Are we playing? Are you playing? Are they playing?

[00:01:13] Word order for asking questions with present continuous. Let's review the word order, the order of the sentence when asking questions a little bit more. We'll also include the question words that help us ask more detailed questions.

[00:01:25] First come question words. These are the words like who what where when why and how. Then the verb to be. It is either conjugated as am is or are depending on the subject. And then the subject of the sentence. Followed by the main verb, the main verb is the verb that ends in -ing. It's the continuous. Here are a few more question examples.

[00:01:51] Where are you going today?

[00:01:53] Who are they working with?

[00:01:55] When is he arriving for lunch?

[00:01:57] Why is Paloma acting so rude?

[00:01:59] Why am I getting yelled at?

[00:02:01] Responding to questions. When you answer a question in the present continuous, you respond with a short or long answer. The long answer means that you respond with a verb in the continuous as well, often repeating much of the question you are answering. You try answering these questions with a long answer. Later in the course we will focus more on the specific grammar related to long and short answers.

[00:02:25] QUESTION: Are you eating right now? Yes, right now.

[00:02:30] Are you eating right now? Yes, I'm eating right now.

[00:02:33] QUESTION: Am I doing it correctly? No, it correctly.

[00:02:39] No, you're not doing it correctly.

[00:02:42] QUESTION: Is Mark coming to the party? Yes to the party.

[00:02:45] Is Mark coming to the party? Yes, Mark is coming to the party.

[00:02:51] Short responses. Short responses are simpler and easier to make. The choice is completely yours if you want to respond with a short or long response as I described earlier. It depends on the situation and if you feel like explaining something in more or less detail. Let's do the same questions, but with a short response now

[00:03:09] QUESTION: Are you eating right now?

[00:03:11] Yes, I am.

[00:03:13] QUESTION: Am I doing it correctly?

[00:03:17] No, you're not.

[00:03:18] QUESTION: Is Mark going to come to the party?

[00:03:23] Yes, he is.

[00:03:24] Positive versus negative short answers. You might have noticed that we don't contract in positive responses. But we do in a negative responses. Here's what I mean.

[00:03:34] Yes, I am. Yes he is, he is, it is.

[00:03:37] Yes, we are, you are, they are.

[00:03:40] But in the negative, no, I'm not. No, he's not. She's not, it's not. No, we're not, you're not ,they're not.

[00:03:47] With these responses, we are contracting he is she is we are you are they are into he's she's we're they're and then adding not. So we can shorten it that way, but we can also contract is and not to get the exact same meaning, but by combining contracting two different words.

[00:04:06] So we get: no I'm not. This doesn't change.

[00:04:10] No he isn't, she isn't, it isn't. No, we aren't, you aren't, they aren't.

[00:04:17] Let's compare it side-by-side now so you can see the options you have. You can either contract the subject and to be, like he's/we're. Or you can contract the to be verb and not.

[00:04:31] No, I'm not. This doesn't change. No, he's not. No, he isn't.

[00:04:37] No she's not. No. She isn't. No it's not. No it isn't. No, we're not. No, we aren't. No you're not. No, you aren't. No they're not. No, they aren't.

[00:04:51] This choice is completely yours to make so use whichever one you like more, or ideally use both so that you can mix up, add a little bit more, to your English!

Practice

1. Make questions with the information available

- a. (he / play / outside?) ***Is he playing outside?***
- b. (it / rain / right now?)
- c. (they / wait / at the airport?)
- d. (we / go / to the store?)
- e. (I / arrive / by myself?)
- f. (you / watch / the game?)

2. Complete the questions with these verbs:

a. Wear, visit, talk, go, watch, play

- i. Who _____ he _____ in Canada?
- ii. Where _____ they _____ the
game?
- iii. What _____ you _____ on TV?

iv. What _____ I _____ about? You
really don't know?

v. When _____ we _____ to the
store?

vi. Why _____ she _____ pink pants?

Answers

1. Make questions with the information available

b. (he / play / outside?) ***Is he playing outside?***

c. (it / rain / right now?) ***Is it raining right now?***

d. (they / wait / at the airport?) ***Are they waiting at the airport?***

e. (we / go / to the store?) ***Are we going to the store?***

f. (I / arrive / by myself?) ***Am I arriving by myself?***

g. (you / watch / the game?) ***Are you watching the game?***

2. Complete the questions with these verbs:

h. Wear, visit, talk, go, watch, play

i. Who ***is*** he ***visiting*** in Canada?

- ii. Where **are** they **playing** the game?
- iii. What **are** you **watching** on tv?
- iv. What **am** I **talking** about? You really don't know?
- v. When **are** we **going** to the store?
- vi. Why **is** she **wearing** pink pants?

2.7 PRES CNT QS

Asking questions with the present continuous. To ask questions with the present continuous. We use something called inversion. All that inversion means is that we change the order of to be and our subject.

[00:00:13] So let's start by quickly reviewing how we form the positive affirmative form of the continuous, and then look at how to turn it into a question.

[00:00:21] So let's get started. Here we go.

[00:00:24] I am going I'm going.

[00:00:27] He she it is working.

[00:00:29] We you they are playing.

[00:00:33] Now we're going to try forming some questions. So I want you to try first and then I will give you the answer. Remember all we do is change the subject and the verb to be

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Practice

1. Make questions with the information available

- a. (he / play / outside?) ***Is he playing outside?***
- b. (it / rain / right now?)
- c. (they / wait / at the airport?)
- d. (we / go / to the store?)
- e. (I / arrive / by myself?)
- f. (you / watch / the game?)

2. Complete the questions with these verbs:

a. Wear, visit, talk, go, watch, play

- i. Who _____ he _____ in Canada?
- ii. Where _____ they _____ the
game?
- iii. What _____ you _____ on TV?

iv. What _____ I _____ about? You
really don't know?

v. When _____ we _____ to the
store?

vi. Why _____ she _____ pink pants?

Answers

1. Make questions with the information available

b. (he / play / outside?) ***Is he playing outside?***

c. (it / rain / right now?) ***Is it raining right now?***

d. (they / wait / at the airport?) ***Are they waiting at the airport?***

e. (we / go / to the store?) ***Are we going to the store?***

f. (I / arrive / by myself?) ***Am I arriving by myself?***

g. (you / watch / the game?) ***Are you watching the game?***

2. Complete the questions with these verbs:

h. Wear, visit, talk, go, watch, play

i. Who ***is*** he ***visiting*** in Canada?

- ii. Where **are** they **playing** the game?
- iii. What **are** you **watching** on tv?
- iv. What **am** I **talking** about? You really don't know?
- v. When **are** we **going** to the store?
- vi. Why **is** she **wearing** pink pants?

2.9 SIMPvsCONT

Present simple versus present continuous.

[00:00:02] We often use these tenses together, because they work very well when telling a story, giving some narration or describing any event.

[00:00:10] They each have some more uses that we'll look at a little bit more in future lectures, but for now, let's focus on some of the more important aspects of when we need to use the present simple and when we use the present continuous.

[00:00:22] Present simple. We use the present simple to talk about things in general.

[00:00:27] So that means things that happen all the time, sometimes or never. Hobbies that we like to do but maybe aren't doing right now in this very moment, because we're currently doing something else. So this can talk about our general work or school schedule, describing facts, customs and traditions.

[00:00:46] A crocodile eats 50% of its body weight in one day.

[00:00:50] This is a fact. It's describing what a crocodile does or what it does to survive. And this happens every day, or the crocodile might die.

[00:00:59] I play the saxophone whenever I have free time. This is a habit and hobby that we are describing. It's something I do often. So I have done this in the past. I do it in the present. And I will do it in the future.

[00:01:12] However, I am not saying that I am doing it right this very moment, because obviously I'm talking about the hobby.

[00:01:18] I always eat breakfast at 6 a.m. Again, this is a habit that I'm describing. A personal custom. I probably did this yesterday. I will do it again today most likely, and in the future, this will remain the same until I decide to change it.

[00:01:33] Present continuous.

[00:01:34] We use the present continuous to describe an action that is occurring at the time of speaking. It's happening now by itself, we don't know when it started, when it will end, or if it's a habit custom or tradition. All we know is that it is happening at this moment.

[00:01:50] A crocodile is eating a sheep. This is happening right now, but we don't know if this happens everyday or if it's common or uncommon. Do crocodiles normally eat sheep? I don't know but it's happening right now.

[00:02:03] I'm playing the saxophone. This is what I'm doing now, but we don't know if I do this often or if this is the first time I have ever played and it sounds terrible.

[00:02:11] I'm eating breakfast. This is happening at the time of speaking. We don't know when, all we know is right now. Maybe I actually don't even eat breakfast normally, but right now I am.

[00:02:22] Present simple and continuous together. So the present simple tells us how often we do things, if they are habits customs and if some things are facts or truths. The continuous tells us if it's happening now, so together they can tell us a lot of information. With our previous examples we can now add a lot more details.

[00:02:41] And we will often use them both in one sentence using and or but to make a complex sentence. But and and are conjunctions, and we will learn more about them later in this course.

[00:02:54] A crocodile eats 50% of its body weight in one day, and that's why it's eating a sheep right now. So now we know that to be a healthy crocodile, it eats a lot of food. And apparently a sheep is part of that diet, and that in this very moment, it's eating a sheep in order to survive. In order to get fifty percent of that body weight.

[00:03:14] I'm not playing the saxophone right now, but I play whenever I have free time. So I'm probably busy right now. Actually I'm talking to you! Because I'm not playing the saxophone, but in general I do play whenever I have free time.

[00:03:27] I always eat breakfast at 6 a.m., and that's why I'm eating now. So this is a habit, which explains why I'm doing it now. And normally at around 6 a.m.

[00:03:37] Verbs that don't go in the present continuous.

[00:03:40] We don't put some verbs in the present continuous. These are called stative verbs and they typically describe a state of being. Dynamic verbs describe actions, and so in this course, I will call them action verbs. So you have to memorize these. I'm sorry and in the future, we will look at some that you can sometimes use in the continuous depending on its use but sometimes not depending on its use. But for now, we don't put the following verbs in the present continuous, use them only in the present simple:

[00:04:12] Remember. Forget. Like. Want. Know. Prefer. Believe. Mean. Need. And understand. If you want to focus a little bit more right now on stative versus dynamic verbs, I have put some materials that you can look at in the practice homework document!

Practice

1. Put the verb in the present simple or continuous

- a. Hey! _____ (you/like) playing cards?
- b. Mark is busy. _____ (he/wants) to come to the party, but won't be able to
- c. _____ always _____ (I/forget) when your birthday is!
- d. Whoops, _____ (she/not/understand) what you're talking about. Me either, actually!
- e. I agree. _____ (they/not/use) their free time smartly.
- f. My parents do. In fact, _____ (they/believe) everything he says!

Stative and dynamic verbs

1. <https://www.espressoenglish.net/stative-verbs-action-verbs-and-verbs-that-are-both/>

- a. Good list of verbs that are only stative or dynamic, and many examples of verbs that can be both depending on use. Includes a video

2. <https://youtu.be/1iKffKo2u9s>

- a. YouTube video showing how a verb can be both stative or dynamic depending on use and context

3. <https://youtu.be/jwrlAtbitlA>

- a. *Advanced learner video* explaining in detail the differences of stative and dynamic verbs, when a verb can be both, as well as giving lots of examples

Answers

1. Put the verb in the present simple or continuous

g. Hey! **Do you like** (you/like) playing cards?

h. Mark is busy. **He wants** (he/want) to come to the party, but won't be able to

i. **I** always **forget** (I/forget) when your birthday is!

j. Whoops, **she doesn't understand / does not understand** (she/not/understand) what you're talking about. Me either, actually!

k. I agree. **They don't use / do not use** (they/not/use) their free time smartly.

l. My parents do. In fact, **they believe** (they/believe) everything he says!

Practice

1. Put the verb in the present simple or continuous

- a. Hey! _____ (you/like) playing cards?
- b. Mark is busy. _____ (he/wants) to come to the party, but won't be able to
- c. _____ always _____ (I/forget) when your birthday is!
- d. Whoops, _____ (she/not/understand) what you're talking about. Me either, actually!
- e. I agree. _____ (they/not/use) their free time smartly.
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Answers

1. Put the verb in the present simple or continuous

g. Hey! **Do you like** (you/like) playing cards?

h. Mark is busy. **He wants** (he/want) to come to the party, but won't be able to

i. **I** always **forget** (I/forget) when your birthday is!

j. Whoops, **she doesn't understand / does not understand** (she/not/understand) what you're talking about. Me either, actually!

k. I agree. **They don't use / do not use** (they/not/use) their free time smartly.

l. My parents do. In fact, **they believe** (they/believe) everything he says!

2.10 HAVE GOT

A lot of the time when we think of have, we think of the perfect tenses, but there is another way to use have and have got that isn't for the perfect tense.

[00:00:09] We use it to show possession. We can use it for physical things, like to have or have got a car. And we can use it for personal characteristics, like when describing someone, how they look. Their eye color or hair.

[00:00:22] So, let's take a look.

[00:00:24] To have something. The conjugation is simple. All you need to do is remember how to conjugate have.

[00:00:30] I have green eyes.

[00:00:32] We have two days until the project is due.

[00:00:35] You have an amazing smile!

[00:00:37] They have two sons.

[00:00:38] He has a new house.

[00:00:39] She has a beautiful purse.

[00:00:42] It has a bone to play with.

[00:00:44] This is the verb I most often see advanced learners make mistakes with. Have. Take your time and really practice! Because it sounds strange if you say "I has." We need to say:

[00:00:55] I have. You have. She has.

[00:00:59] To have got. The meaning is exactly the same. To have or have got. They mean the same thing, and they both are very popular. In fact in spoken English all over the world, we often don't say the 'have' in 'have got.' Instead, we just say:

[00:01:13] I got. We got. You got.

[00:01:16] It is much much more informal and you will hear it a lot! Just don't write that on a test, because technically it's incorrect. It is only for spoken, informal English. And to remember, here's how to conjugate have got the correct way.

[00:01:31] I have got, I've got some free time.

[00:01:34] We have got, we've got two coffees.

[00:01:38] You have got, you've got a nice computer.

[00:01:41] They have got, they've got a good education.

[00:01:45] He has got, he's got no more time.

[00:01:48] She has got, she's got the right answer.

[00:01:51] It has got, its got no more clean water.

[00:01:54] To negate have and have got. I we you they don't have, or long form, do not have. He she it doesn't have, or does not have.

[00:02:06] QUESTION: I ···· the answer.

[00:02:10] I don't have the answer.

[00:02:13] QUESTION: He ···· the time.

[00:02:16] He doesn't have the time.

[00:02:18] QUESTION: It ···· that feature.

[00:02:22] It doesn't have that feature.

[00:02:25] And for have got, to negate it we say:

[00:02:28] I we you they haven't got, or have not got.

[00:02:33] He she it hasn't got, or has not got. Again contractions are much more common in most spoken situations.

[00:02:42] The long form might be used for a formal situation or writing, or again to add emphasis or stress.

[00:02:49] Asking questions with have and have got. Have and have got have different ways to ask questions. So pay attention!

[00:02:55] Do and have. With to have we just put do or does at the beginning of the sentence. Do I have? Do we have? Do you have? Do they have? Does he have? Does she have? Does it have?

[00:03:08] QUESTION: ···· I have enough time to eat something?

[00:03:12] Do I have enough time to eat something?

[00:03:15] QUESTION: ···· it have those features?

[00:03:19] Does it have those features?

[00:03:21] QUESTION: ···· they have the right instructions?

[00:03:25] Do they have the right instructions?

[00:03:28] QUESTION: she have my number?

[00:03:31] Does she have my number?

[00:03:34] Questions with have got. Have got is slightly different and here we will use inversion.
Do you remember what inversion means from before?

[00:03:42] We just change the order of subject and verb, that's inversion! Let me show you.

[00:03:47] I've got the watch becomes have I got the watch?

[00:03:51] She's got brown eyes becomes has she got brown eyes?

[00:03:55] Have I got? Have we got? Have you got? Have they got? Has he got? Has she got? Has it got?

[00:04:02] QUESTION: it enough gas for the trip?

[00:04:05] Has it got enough gas for the trip?

[00:04:09] QUESTION: you got my backpack?

[00:04:13] Have you got my backpack?

[00:04:15] QUESTION: we got the money to go?

[00:04:19] Have we got the money to go?

[00:04:21] QUESTION: I got enough credits to graduate?

[00:04:25] Have I got enough credits to graduate?

Practice

1. Rewrite sentences with “have” to “have got”, and rewrite sentences with “have got” to “have”. The meaning is exactly the same!

a. I have two pens ***I have got two pens / I've got two pens***

b. We've got some free time before school

i. How much time do we have?

c. Does she have 3 dogs?

i. Yes, she's got 3 dogs

d. It has no battery left

i. Really, it doesn't have any left?

e. People've got no idea about it!

i. They have no idea at all!

f. The homework has a lot of problems

i. I think it's got too many!

g. Have you got my stuff?

i. I haven't got your stuff

h. Do you have the time?

i. Sorry, I don't have a watch

i. Have you got the movie at home?

i. No, does she have it so I can borrow it?

Answers

1. Rewrite sentences with “have” to “have got”, and rewrite sentences with “have got” to “have”. The meaning is exactly the same!

j. I have two pens ***I have got two pens / I've got two pens***

k. We've got some free time before school

1. We have some time before school

ii. How much time do we have?

1. How much time have we got?

l. Does she have 3 dogs?

i. **Has she got 3 dogs?**

ii. Yes, she's got 3 dogs

1. Yes, she has 3 dogs

m. It has no battery left

1. It has got no battery left

ii. Really, it doesn't have any left?

1. Really, it hasn't got any left?

n. People've got no idea about it!

i. **People have no idea about it!**

ii. They have no idea at all!

1. They've got no idea at all!

o. The homework has a lot of problems

i. **The homework has got a lot of problems**

ii. I think it's got too many!

1. I think it has too many

p. Have you got my stuff?

i. **Do you have my stuff?**

ii. I haven't got your stuff

1. I don't have your stuff

q. Do you have the time?

i. **Have you got the time?**

ii. Sorry, I don't have a watch

1. Sorry, I haven't got a watch

r. Have you got the movie at home?

i. **Do you have the movie at home?**

ii. No, does she have it so I can borrow it?

1. No, has she got it so I can borrow it?

Practice: To be

1. Change the following into the short form

- a. That is it _____
- b. They are not with us _____
- c. That is not mine _____
- d. I am here _____
- e. We are at home _____
- f. He is at the bank _____
- g. We are not late _____
- h. She is upset _____
- i. You are not at work _____
- j. They are upstairs _____

k. I am not happy _____

l. You are 53 years old _____

2. Fill in the blank with am, is or are

a. She _____ at home with the dog

b. The sky _____ beautiful today

c. Oh, there it _____

d. The desks _____ very heavy

e. It _____ time to go!

f. They _____ in their 30s

g. The homework _____ late

h. Your advice _____ terrible

i. I _____ not the first one here

j. There _____ a book on the table

k. If you want, I _____ available after dinner

3. Introduce yourself in the course “Q&A” section. Use

mine as an example. *My name is Kallan. I’m 29 years old. I’m from the United states. I’m an English teacher.*

My favorite food is meatloaf. And I’m interested in sports and cinema.

a. Now your turn!

Answers

4. Change the following into the short form

a. That is it *that's it*

b. They are not with us *They're not with us*

c. That is not mine *That's not mine*

d. I am here *I'm here*

e. We are at home *We're at home*

f. He is at the bank *He's at the bank*

g. We are not late *We're not late*

h. She is upset *She's upset*

i. You are not at work *You're not at work*

j. They are upstairs *They're upstairs*

k. I am not happy *I'm not happy*

l. You are 53 years old *You're 53 years old*

5. Fill in the blank with am, is or are

- a. She **is** at home with the dog
- b. The sky **is** beautiful today
- c. Oh, there it **is**
- d. The desks **are** very heavy
- e. It **is** time to go!
- f. They **are** in their 30s
- g. The homework **is** late
- h. Your advice **is** terrible
- i. I **am** not the first one here
- j. There **is** a book on the table
- k. If you want, I **am** available after dinner

2.10 HAVE GOT

A lot of the time when we think of have, we think of the perfect tenses, but there is another way to use have and have got that isn't for the perfect tense.

[00:00:09] We use it to show possession. We can use it for physical things, like to have or have got a car. And we can use it for personal characteristics, like when describing someone, how they look. Their eye color or hair.

[00:00:22] So, let's take a look.

[00:00:24] To have something. The conjugation is simple. All you need to do is remember how to conjugate have.

[00:00:30] I have green eyes.

[00:00:32] We have two days until the project is due.

[00:00:35] You have an amazing smile!

[00:00:37] They have two sons.

[00:00:38] He has a new house.

[00:00:39] She has a beautiful purse.

[00:00:42] It has a bone to play with.

[00:00:44] This is the verb I most often see advanced learners make mistakes with. Have. Take your time and really practice! Because it sounds strange if you say "I has." We need to say:

[00:00:55] I have. You have. She has.

[00:00:59] To have got. The meaning is exactly the same. To have or have got. They mean the same thing, and they both are very popular. In fact in spoken English all over the world, we often don't say the 'have' in 'have got.' Instead, we just say:

[00:01:13] I got. We got. You got.

[00:01:16] It is much much more informal and you will hear it a lot! Just don't write that on a test, because technically it's incorrect. It is only for spoken, informal English. And to remember, here's how to conjugate have got the correct way.

[00:01:31] I have got, I've got some free time.

[00:01:34] We have got, we've got two coffees.

[00:01:38] You have got, you've got a nice computer.

[00:01:41] They have got, they've got a good education.

[00:01:45] He has got, he's got no more time.

[00:01:48] She has got, she's got the right answer.

[00:01:51] It has got, its got no more clean water.

[00:01:54] To negate have and have got. I we you they don't have, or long form, do not have. He she it doesn't have, or does not have.

[00:02:06] QUESTION: I ···· the answer.

[00:02:10] I don't have the answer.

[00:02:13] QUESTION: He ···· the time.

[00:02:16] He doesn't have the time.

[00:02:18] QUESTION: It ···· that feature.

[00:02:22] It doesn't have that feature.

[00:02:25] And for have got, to negate it we say:

[00:02:28] I we you they haven't got, or have not got.

[00:02:33] He she it hasn't got, or has not got. Again contractions are much more common in most spoken situations.

[00:02:42] The long form might be used for a formal situation or writing, or again to add emphasis or stress.

[00:02:49] Asking questions with have and have got. Have and have got have different ways to ask questions. So pay attention!

[00:02:55] Do and have. With to have we just put do or does at the beginning of the sentence. Do I have? Do we have? Do you have? Do they have? Does he have? Does she have? Does it have?

[00:03:08] QUESTION: ···· I have enough time to eat something?

[00:03:12] Do I have enough time to eat something?

[00:03:15] QUESTION: ···· it have those features?

[00:03:19] Does it have those features?

[00:03:21] QUESTION: ···· they have the right instructions?

[00:03:25] Do they have the right instructions?

[00:03:28] QUESTION: she have my number?

[00:03:31] Does she have my number?

[00:03:34] Questions with have got. Have got is slightly different and here we will use inversion. Do you remember what inversion means from before?

[00:03:42] We just change the order of subject and verb, that's inversion! Let me show you.

[00:03:47] I've got the watch becomes have I got the watch?

[00:03:51] She's got brown eyes becomes has she got brown eyes?

[00:03:55] Have I got? Have we got? Have you got? Have they got? Has he got? Has she got? Has it got?

[00:04:02] QUESTION: it enough gas for the trip?

[00:04:05] Has it got enough gas for the trip?

[00:04:09] QUESTION: you got my backpack?

[00:04:13] Have you got my backpack?

[00:04:15] QUESTION: we got the money to go?

[00:04:19] Have we got the money to go?

[00:04:21] QUESTION: I got enough credits to graduate?

[00:04:25] Have I got enough credits to graduate?

Practice

1. Rewrite sentences with “have” to “have got”, and rewrite sentences with “have got” to “have”. The meaning is exactly the same!

a. I have two pens ***I have got two pens / I've got two pens***

b. We've got some free time before school

i. How much time do we have?

c. Does she have 3 dogs?

i. Yes, she's got 3 dogs

d. It has no battery left

i. Really, it doesn't have any left?

e. People've got no idea about it!

i. They have no idea at all!

f. The homework has a lot of problems

i. I think it's got too many!

g. Have you got my stuff?

i. I haven't got your stuff

h. Do you have the time?

i. Sorry, I don't have a watch

i. Have you got the movie at home?

i. No, does she have it so I can borrow it?

Answers

1. Rewrite sentences with “have” to “have got”, and rewrite sentences with “have got” to “have”. The meaning is exactly the same!

j. I have two pens ***I have got two pens / I've got two pens***

k. We've got some free time before school

1. We have some time before school

ii. How much time do we have?

1. How much time have we got?

l. Does she have 3 dogs?

i. **Has she got 3 dogs?**

ii. Yes, she's got 3 dogs

1. Yes, she has 3 dogs

m. It has no battery left

1. It has got no battery left

ii. Really, it doesn't have any left?

1. Really, it hasn't got any left?

n. People've got no idea about it!

i. **People have no idea about it!**

ii. They have no idea at all!

1. They've got no idea at all!

o. The homework has a lot of problems

i. **The homework has got a lot of problems**

ii. I think it's got too many!

1. I think it has too many

p. Have you got my stuff?

i. **Do you have my stuff?**

ii. I haven't got your stuff

1. I don't have your stuff

q. Do you have the time?

i. **Have you got the time?**

ii. Sorry, I don't have a watch

1. Sorry, I haven't got a watch

r. Have you got the movie at home?

i. **Do you have the movie at home?**

ii. No, does she have it so I can borrow it?

1. No, has she got it so I can borrow it?

2.11 52 Present tense

Most common present simple verbs.

[00:00:02] In this lecture, I'm going to give you the pronunciation of the 52 most common verbs in the present simple, as well as their conjugations.

[00:00:11] For verbs like to be to have and to go, I focus on them much more specifically in previous lectures in this section. In the past tense section of this course, I also give you the pronunciation of these verbs in the past, many of which are irregular. So you can learn how to conjugate them and learn their past participles.

[00:00:27] To ask. Ask asks.

[00:00:31] To be. I am he she it is we you they are.

[00:00:38] To become become becomes.

[00:00:41] To begin begin begins.

[00:00:45] To call call calls.

[00:00:48] Can can is a modal verb, so it doesn't change. Go to the modal section to learn more about the modal verbs.

[00:00:55] To come come. Comes.

[00:00:59] Could could is a modal verb, so it doesn't change.

[00:01:03] To do do does.

[00:01:07] To drink drink drinks.

[00:01:10] To feel feel feels.

[00:01:14] To find find finds. The D becomes much softer at the end of the word when followed by the S. Finds.

[00:01:23] To get get. Gets. Usually when a verb or noun ends in a -t and is followed by an S, the T sound becomes much softer or it disappears completely. To get gets. Gets.

[00:01:39] To give give gives.

[00:01:43] To go go goes.

[00:01:46] To have have has.

[00:01:50] To hear hear. Hears.

[00:01:53] To help. Help helps.

[00:01:56] To keep keep keeps.

[00:01:59] To know know knows,

[00:02:03] to leave leave leaves,

[00:02:06] to let let lets.

[00:02:10] To like like likes.

[00:02:13] To live live lives.

[00:02:16] To look look looks.

[00:02:20] To make make makes.

[00:02:23] May. May is a modal verb, so it does not change.

[00:02:27] To mean mean means.

[00:02:30] Might. Might as a modal verb, so it does not change.

[00:02:34] To move move moves.

[00:02:37] To need need needs.

[00:02:40] To play play plays.

[00:02:44] To put put puts.

[00:02:46] To read read reads.

[00:02:49] To run run runs.

[00:02:52] To say say says. This is an extremely common mistake and will make your English sound a lot worse than it is if you mispronounce it! So first it's say for I we you they. Say. Also the commandL say it. But for he she it, it's says. So it's pronounced as if it were written S E Z. So I say. He says. We say. She says. You say. He says. They say. It says.

[00:03:29] To see. see. sees. When conjugated with he she and it the pronunciation of to see is exactly the same as the verb to seize.

[00:03:39] To seem. Seem seems.

[00:03:43] Should should is a modal verb so does not change.

[00:03:47] To show show shows.

[00:03:50] To start start starts.

[00:03:54] To take take takes.

[00:03:57] To talk talk talks.

[00:04:00] To tell tell tells.

[00:04:04] To think think thinks.

[00:04:07] To try. Try tries.

[00:04:10] To turn turn turns.

[00:04:14] To use use uses.

[00:04:17] To want. Wants. Here the T sound disappears pretty much completely wants.

[00:04:24] Will will is a modal verb, so we don't change it.

[00:04:28] Work to work work Works.

[00:04:33] Would and would is a modal verb, so we don't change it.

4.1 PP CONJ USE 1

Present perfect conjugation. Before we look at the present perfect, it's very important to know how to form it. So let's start here.

[00:00:08] I have becomes I've. I've. We have becomes we've. We've. You have becomes you've. You've. They have becomes they've. They've. He has becomes he's. He's. She has becomes she's. She's. It has becomes it's. It's.

[00:00:35] After have or has we put the past participial. The past participle is the form of the verb that ends in -ed for regular verbs like, watched played wanted. Some popular irregular verb past participles are done for to do. Been or been for to be. And gone for to go. Let's see some examples with both regular and irregular conjugation.

[00:01:01] I've cleaned the kitchen and how it looks great.

[00:01:03] We've finished cooking the chicken and now we can eat.

[00:01:06] They've done their homework so they can watch some TV.

[00:01:09] She's already gone to bed. So she'll talk to you tomorrow.

[00:01:12] You've been asked that question a lot. It must be annoying

[00:01:16] Present perfect negative.

[00:01:18] I have not becomes I haven't. I haven't. We have not. We haven't. We haven't. You have not you haven't. You haven't. They have not. They haven't. They haven't. He has not he hasn't. He hasn't. She has not she hasn't. She hasn't. It has not it hasn't. It hasn't.

[00:01:45] Let's make the negative together using the same examples from the positive, also pay attention to why you think we're using the present perfect in these examples because they are all for use 1! And we're going to be looking at 4 uses for the present perfect in this section!

[00:02:02] QUESTION: I ···· clean the kitchen, so it doesn't look great now.

[00:02:08] I have not. I haven't cleaned the kitchen. So it doesn't look great now.

[00:02:12] QUESTION: We ···· finished the chicken so we can't eat yet.

[00:02:18] We have not, we haven't finished the chicken so we can't eat yet.

[00:02:22] QUESTION: They ···· done their homework, so they can't watch some TV.

[00:02:28] They have not, they haven't done their homework, so they can't watch some TV.

[00:02:32] QUESTION: She ···· gone to bed yet. So she can talk to you for a little while.

[00:02:36] She has not she hasn't gone to bed yet. So she can talk to you for a while.

[00:02:43] QUESTION: You been asked that question a lot. That must be nice.

[00:02:49] You have not, you haven't been asked that question a lot. That must be nice

[00:02:54] Present perfect questions. We use inversion for asking questions here. For the present perfect inversion means that we change the order of the subject and the verb to have.

[00:03:05] Have I finished? Have I finished? Have we done a good job.? Have you answered the question? Have they returned yet? Has he been fired? Has she gone to the store? Has it happened already?

[00:03:18] So the word order for asking questions is have or has, followed by the subject, and then the past participle. Let's quickly review the past participle.

[00:03:29] The regular past participle. For regular verbs the past participle ends in Ed. Walk walked look looked want wanted.

[00:03:38] Irregular past participle. For irregular verbs to pass participle does not end in ed. For some irregular verbs, their irregular past simple form will be the same as their irregular past participle form. Like had and brought. But this is not always true and for other verbs their past simple and past participle are different. Like I broke it. It has broken. I spoke. I've spoken. So you will just need to memorize these verbs.

[00:04:09] That's why I always recommend that you look up, you look at a new verb that you find or learn in a dictionary to see how regular or how irregular it is.

[00:04:19] Present perfect use one. The first use of the present perfect is to show that something happened, occurred or was finished in the past and that there is some result or consequence that affects us, impacts us right now in the current moment.

[00:04:35] Let's look at our examples from before to see what that exactly means.

[00:04:39] I've cleaned the kitchen and now it looks great. I did the cleaning earlier. The cleaning is already finished. But now in the present moment, I can see that it looks great. That is the effect or consequence of the previous action. How does it affect us now? By looking great. Things look better now than they did before.

[00:04:58] We've finished the chicken and now we can eat. So we finished doing something before. We finished the food. Because we finished cooking now we can eat it. The result now is that we can eat if we didn't finish, then right now, we would be unable to eat.

[00:05:15] They haven't done their homework. So they can't watch TV. The kids didn't finish their homework before. So the consequence now is negative because the action wasn't

completed in the past. The result in this case is bad. They can't do what they wanted to do right now because of something they did not do earlier.

[00:05:35] She hasn't gone to bed yet. So she can talk to you for a little while. If she already went to bed. Then she would be unable to talk right now. The past action would prevent the present action. However, she did not go to sleep yet. So the result is that she is able to talk now.

[00:05:52] To summarize the first use of the present perfect is to show that something has or has not been completed and what effect that has or had on the present moment.

[00:06:05] Present perfect in the United States. Often times American speakers will use the past simple instead of the present perfect to describe use one. Really we use both. But you will also often very often here American speakers use the past simple to describe an action that was or was not completed and its effect on the present situation.

[00:06:25] So this is acceptable, very acceptable in spoken American English. However on a test, you must use the correct tense or you will lose points. Let's use our previous examples one more time to show you how an American might say these things.

[00:06:41] I've cleaned the kitchen and now it looks great. An American might say I cleaned the kitchen and now it looks great.

[00:06:47] We've finished the chicken and now we can eat. We finished the chicken and now we can eat.

[00:06:52] American and British speakers and the pronunciation of been or been. In the United States. We pronounce been a lot differently than most other parts of the English-speaking world. In the US. been sounds exactly like the man's name Ben.

[00:07:08] However, in most other parts of the world, it's pronounced been. As in a bean like you eat. US, been. Everywhere else Been.

[00:07:18] I've been to the store today. I've been to the store today.

[00:07:22] She's been here for 20 minutes. She's been here for 20 minutes.

[00:07:26] I teach American English, but I want to make sure that you know these differences, geographic differences in the language. Because it will make a big difference depending on what types of materials you listen to or watch or who you're speaking with.

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Practice

(There are many possible answers!)

1. Finish the sentence by stating how the present perfect affects us in the present (because the action has / has not been completed)

a. He has finished his chores, so ... **now he can relax and watch TV**

b. She hasn't cleaned her room yet. As a result, ...

c. We haven't decided where to go on vacation. ...

d. They still haven't thought of a new idea yet, so
....

e. I have done a great job at work so far this year.
That's why my boss ...

f. Nobody's answered my question. Therefore, ...

2. Write a sentence in the present perfect that explains the result in the following sentence.

a. **I've finally finished my homework!** Now I can finally go to sleep.

b. ... So I must do a lot over the weekend because of it.

c. ... That's why I am playing outside.

d. ... I need a cup of coffee.

e. ... Our boss is very upset.

f. ... I think I will stay home today

Answers

(There are many possible answers!)

1. Finish the sentence by stating how the present perfect affects us in the present (because the action has / has not been completed)

g. He has finished his chores, so ... **now he can relax and watch TV**

h. She hasn't cleaned her room yet. As a result, ... **she can't go to the party**

i. We haven't decided where to go on vacation. ... **We must decide today!**

j. They still haven't thought of a new idea yet, so**they are in trouble with the boss**

e. I have done a great job at work so far this year.

That's why my boss ... **is giving me a raise**

l. Nobody's answered my question. Therefore, ... **I**

am still very confused

3. Write a sentence in the present perfect that explains the result in the following sentence.

a. **I've finally finished my homework!** Now I can finally go to sleep.

b. **I was sick all week.** So I must do a lot over the weekend because of it.

c. **The weather has been really nice!** That's why I am playing outside.

d. **I haven't slept well.** I need a cup of coffee.

e. **We haven't increased our sales.** Our boss is
very upset.

f. **It's rained all morning.** I think I will stay home
today

Practice

1. Rewrite the sentences with “just” in the correct place

- a. We’ve visited our grandpa this morning
- b. I’ve realized that I was wrong about that
- c. She’s asked him about it
- d. They’ve agreed about what to do
- e. You’ve graduated
- f. He’s apologized for what he did

2. Bonus: Rewrite the sentences with “just” in the correct place, *and* change to the more common tense that is used in American English

- a. We’ve visited our grandpa this morning
- b. I’ve realized that I was wrong about that
- c. She’s asked him about it

d. They've agreed about what to do

e. You've graduated

f. He's apologized for what he did

3. Rewrite the sentences with "already" in the correct place

a. I've eaten

b. We've seen that movie

c. They've asked me that before

d. We've travelled to that country

e. She's studied that topic and isn't interested

f. He's done it

4. Bonus: Rewrite the sentences with "already" in the correct place, *and* change to the more common tense that is used in American English

- a. I've eaten
- b. We've seen that movie
- c. They've asked me that before
- d. We've travelled to that country
- e. She's studied that topic and isn't interested
- f. He's done it

5. Rewrite the sentences with "yet" in the correct place

- a. They haven't seen it
- b. We haven't talked about that
- c. Have you tried it?
- d. Has she travelled there?
- e. He hasn't studied that
- f. Has it happened?

6. Bonus: Rewrite the sentences with “yet” in the correct place, *and* change to the more common tense that is used in American English

- a. They haven't seen it
- b. We haven't talked about that
- c. Have you tried it?
- d. Has she travelled there?
- e. He hasn't studied that
- f. Has it happened?

Answers

1. Rewrite the sentences with “just” in the correct place

g. We’ve **just** visited our grandpa this morning

h. I’ve **just** realized that I was wrong about that

i. She’s **just** asked him about it

j. They’ve **just** agreed about what to do

k. You’ve **just** graduated

l. He’s **just** apologized for what he did

7. Bonus: Rewrite the sentences with “just” in the correct place, *and* change to the more common tense that is used in American English

a. We’ve visited our grandpa this morning

i. We already visited ...

b. I’ve realized that I was wrong about that

i. **I just realized that ...**

c. She's asked him about it

i. **She just asked him ...**

d. They've agreed about what to do

i. **They just agreed ...**

e. You've graduated

i. **You just graduated ...**

f. He's apologized for what he did

i. **He just apologized ...**

8. Rewrite the sentences with "already" in the correct place

a. I've **already** eaten

b. We've **already** seen that movie

c. They've **already** asked me that before

d. We've **already** travelled to that country

e. She's **already** studied that topic and isn't
interested

f. He's **already** done it

9. Bonus: Rewrite the sentences with "already" in the
correct place, *and* change to the more common tense
that is used in American English

a. I've eaten

i. **I already ate**

b. We've seen that movie

i. **We already saw ...**

c. They've asked me that before

i. **They already asked ...**

d. We've travelled to that country

i. **We already travelled ...**

e. She's studied that topic and isn't interested

i. **She already studied ...**

f. He's done it

i. **He already did it ...**

10. Rewrite the sentences with "yet" in the correct place

a. They haven't seen it **yet**

b. We haven't talked about that **yet**

c. Have you tried it **yet?**

d. Has she travelled there **yet?**

e. He hasn't studied that **yet**

f. Has it happened **yet?**

11. Bonus: Rewrite the sentences with “yet” in the correct place, *and* change to the more common tense that is used in American English

a. They haven’t seen it

i. **They didn’t see it yet**

b. We haven’t talked about that

i. **We didn’t talk about that yet**

c. Have you tried it?

i. **Did you try it yet?**

d. Has she travelled there?

i. **Did she travel there yet?**

e. He hasn’t studied that

i. **He didn’t study that yet**

f. Has it happened?

i. Did it happen yet?

4.2 PP USE2

Present perfect use number two. So I just introduced you to the present perfect. How to form it and is first, maybe most important use. But there's also three other ones. So let's cover use two and what that means.

[00:00:13] Present perfect with just. We use the present perfect with just to describe something that happened very recently. A short time ago. Very recently in the past.

[00:00:23] Word order.

[00:00:24] We put just in between, in the middle of have or has, and the past participle. I we you they have just arrived. He she it has just happened.

[00:00:37] I'm going to give you a few examples with just. You will have the complete sentence and I want you to explain in your own words what just means in the sentence and why were using it. Then I will give my explanation so that you can hear what I think about it. Let's do it!

[00:00:53] Is your friend here? No, he's just left.

[00:00:58] Left is irregular, it comes from to leave. And in my opinion we're using just to explain that my friend very recently, just a few moments ago left, went home or decided to go somewhere else. Just as great for telling us that the action happened a very short time ago. So recently. So recently that maybe we can still find him leaving or have him return if we wanted to.

[00:01:22] Do you want something to eat? No. Thanks. We've just eaten.

[00:01:27] No, I don't want more food. Why? Because me and my friends and very recently ate. I don't say when exactly, but it was recent enough that I am not hungry again at the moment that the person asks.

[00:01:41] Did you hear what happened? I've just read an article about it.

[00:01:46] So there's something important that happened. We don't know when that happened, but it sounds like it was also fairly recently because of the way we're talking about it. But what we know happened is that very recently a short time ago. I read an article about it. That's why I use just.

[00:02:03] And a quick but very helpful pronunciation tip for the infinitive. It is to read. In the present simple. I read. He reads she reads. Present continuous, reading. Doesn't change future will read. Same. But in the past I read. Just like the color and in the past participial I've read. So whenever you are in the past, it sounds like the color red. I've read. I read it. And from the present to the future, it's always read. If you're in a perfect tense, and you need to use the participial red like the color.

[00:02:40] A note about regional use. In the US in spoken English, we often, like I mentioned, use the past simple instead of the present perfect. This is the same for use two with just. I just ate. I just went to the store. You can and we sometimes do, but less frequently, use the present perfect with just to mean a short time ago, but more commonly, we will just use in the United States the past simple.

[00:03:05] Present perfect with already. Okay. So the word order doesn't change at all. Already comes just like with just, before the main verb and here the main verb is our participle. When used with the present perfect, already means that something was done before it was expected. Before it was planned. Also, it can just mean early or before. Let's look at some examples. Pause the video and try to explain why we use already and what it means in the sentence.

[00:03:32] Do you want to see that movie tonight? Oh, I've already seen it. I saw it last night with Sarah.

[00:03:39] Here for the person asking the question already sounds like before expected or planned. Because they wanted to see it with me first, but for me the person responding, it sounds more like before or previously.

[00:03:52] Hey, I'm calling to see if you remembered to pick me up from school today. Oh of course I've already left so I will be there in just five minutes.

[00:04:02] In this example, the first person is asking to see if their friend remembered to give them a ride home after school. And we know they remembered because they already went to get them. Meaning before even making the call to see if they remembered, their friend was on the way to get them. They left previously. Left before earlier prior to.

[00:04:24] My friend bought me this book for Christmas, but I've already read it.

[00:04:30] It's Christmas, your friend bought you a book, but you read it in the past. Before they bought it for you as a gift. You already read it you read it before it was given to you. You read it previously earlier. So for your friend, you read it earlier than they expected. Earlier than they planned. They would not have bought you the book if they knew you already read it.

[00:04:52] Note again about American English. This is a huge difference between American and British English it's very common in American English to replace this use of the present perfect almost entirely with the past simple.

[00:05:05] However, for a British or other English speaker, it probably sounds wrong. Because though of American film and culture on TV and in movies, it is becoming much more normal and typical to hear this, but for many English speakers outside of the US, they will still say it's wrong. But like I said in the US, it is much much more common to use the past simple here. But even if you are in the US if you're taking a test use the correct grammar don't use the regional Choice unless you get permission.

[00:05:35] Present perfect with yet. In a question, we use yet to ask if something has happened by that particular time.

[00:05:42] We're asking if it has happened until that moment, if it has already occurred in a negative sentence, we are also saying that it has not happened. Did not occur before that moment. So only use yet in the negative and in questions. There are two ways we can use yet. In a negative sentence and in a question.

[00:06:00] So in a negative sentence, that means it's either used with hasn't or Haven. In a question, as you know, the word order changes and have or has now goes to the beginning of the sentence.

[00:06:12] Where to put yet. The word order for yet is different from just and already yet comes at the end of the sentence. One more time: put yet at the end of the sentence. Here are some examples you give your explanation and then listen to mine.

[00:06:29] Let's watch that new movie. Have you seen it yet? No. I haven't seen it yet. Let's watch it this weekend.

[00:06:36] The first person ask their friend if they have already seen the movie, but we don't use already because we use yet in questions. And the answer is no the friend has not seen it yet. So up until their conversation. Neither of them has seen the movie. Not yet.

[00:06:54] I can't go shopping today because I haven't been paid yet.

[00:06:59] What's going on here? Someone needs to go shopping, but they can't. Why not? Because they haven't been paid before and up until the moment when they are needing the money to do something. They haven't received the payment yet. They did not receive the money previously so they cannot do that activity. This shows us that they will be paid some time after this conversation, but it did not happen before or during the conversation. And notice that the verb have is negative. Haven't if it's not a question then we need the negative. Well, that's if we want to use yet.

[00:07:34] Have you asked your boss for the day off yet? No, not yet.

[00:07:40] Someone is asking their friend if they already previously asked their boss not to work on a specific day. Their friends says no, they did not previously, already ask to not work that day. So we can assume they will ask later, but we really don't know.

[00:07:56] Use in the United States.

[00:07:58] The main rules stay the same for yet. It has to be a negative sentence or in a question. However, since we often use it with the past simple, we use didn't instead of haven't or hasn't. And we use did to ask a question instead of have. Remember in the US, It is perfectly

fine to use the present perfect, but it's not as common as in the UK or other parts of the English-speaking world.

[00:08:21] Let's change our examples from before to a more American style.

[00:08:24] Let's watch that new movie. Did you see it yet? No, I didn't see it. Let's watch it this weekend. First we can still use the examples from before in the present perfect. We still do that in the US, but here we use did now because it's more common here. And we're asking a question in the past simple. So we need did and our main verb stays in the infinitive.

[00:08:44] I can't go shopping today because I wasn't paid yet. We use the past simple in the negative was not or wasn't and change nothing else. Yet still goes at the end of the sentence.

[00:08:54] Did you ask your boss for the day off yet? No, not yet. We're only changing the tense from present perfect to past simple and this sentence has a question. So the question is in the past simple, which needs did followed by the infinitive, which here is ask. Yet still goes at the end. And the other person's response doesn't change at all, because it is a short response. That doesn't use a verb.

[00:09:18] American versus British. I just want to clarify to make it clear. In the US you can still use the present perfect whenever you want to, and no one will care or notice. However, it is more common much more common for native English speakers from the US, to use the past simple instead of the present perfect for this use. So if you want to sound like an American start doing this. If you want to sound more British, don't make this change. Continue to use the present perfect.

[00:09:45] Finally on a test whether you are in the US or the UK, use the present perfect when you are supposed to.

Practice

1. Rewrite the sentences with “just” in the correct place

- a. We’ve visited our grandpa this morning
- b. I’ve realized that I was wrong about that
- c. She’s asked him about it
- d. They’ve agreed about what to do
- e. You’ve graduated
- f. He’s apologized for what he did

2. Bonus: Rewrite the sentences with “just” in the correct place, *and* change to the more common tense that is used in American English

- a. We’ve visited our grandpa this morning
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3. Rewrite the sentences with "already" in the correct place

a. I've eaten

b. We've seen that movie

c. They've asked me that before

d. We've travelled to that country

e. She's studied that topic and isn't interested

f. He's done it

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- a. I've eaten
- b. We've seen that movie
- c. They've asked me that before
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- e. She's studied that topic and isn't interested
- f. He's done it

5. Rewrite the sentences with "yet" in the correct place

- a. They haven't seen it
- b. We haven't talked about that
- c. Have you tried it?
- d. Has she travelled there?
- e. He hasn't studied that
- f. Has it happened?

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- e. He hasn’t studied that
- f. Has it happened?

Answers

1. Rewrite the sentences with “just” in the correct place

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10. Rewrite the sentences with "yet" in the correct place

a. They haven't seen it **yet**

b. We haven't talked about that **yet**

c. Have you tried it **yet?**

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f. Has it happened **yet?**

11. Bonus: Rewrite the sentences with “yet” in the correct place, *and* change to the more common tense that is used in American English

a. They haven’t seen it

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4.2 PP USE2

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[00:09:45] Finally on a test whether you are in the US or the UK, use the present perfect when you are supposed to.

Practice: Questions with “to be”

1. Write short responses to the question

(for example: Yes, I am / No, I am not – is/are

questions are often answered by “yes/no”)

a. Are they hungry?

i. _____

b. Is it foggy outside?

i. _____

c. Are you awake by 6am?

i. _____

d. Where is your family from?

i. _____

e. Who is your best friend?

i. _____

f. Is your best friend older than you?

i. _____

2. Match the question with the right answer

a. Where is your house?

b. Is your dad a lawyer?

c. Is she from Germany?

d. Am I early?

e. How is your mom?

f. Who is that person?

g. How thirsty are you?

i. That's my mom

ii. Not very

iii. No, a police officer

- iv. Yes, from Berlin
- v. She's well
- vi. It's down the street
- vii. Yes, you are

Answers

3. Write short responses to the question

(for example: Yes, I am / No, I am not – is/are

questions are often answered by “yes/no”)

a. Are they hungry?

i. **Yes, they are / No, they aren't**

b. Is it foggy outside?

i. **Yes, it is / No, it is not**

c. Are you awake by 6am?

i. **Yes, I am / No, I'm not**

d. Where is your family from?

i. **My family's from Belgium**

e. Who is your best friend?

i. **My best friend is Addiddou**

f. Is your best friend older than you?

i. Yes, he is / No, he's not

**1. You might have noticed that in the
affirmative, when not followed by
anything after it, we do not contract
or use the short form.**

4. Match the question with the right answer

a. Where is your house?

i. **It's down the street**

b. Is your dad a lawyer?

i. **No, a police officer**

c. Is she from Germany?

i. Yes, from Berlin

d. Am I early?

i. Yes, you are

e. How is your mom?

i. She's well

f. Who is that person?

i. She's my mom

g. How thirsty are you?

i. Not very

Practice

1. Make “Have you ever...?” questions with the information available *and* answer your questions!

a. (you/travel/abroad) **Have you ever travelled abroad?**

i. **Yes, I’ve travelled abroad a lot of times**

b. (he/bake/cake)

c. (they/play/baseball)

d. (she/study/french)

e. (it/break)

f. (you/write/a book)

2. Give a list of 5 things you have done in your life that many people haven’t

3. Give a list of 5 things you have *never* done in your life
that you want to do in the future

Answers

(there are a lot of possible answers!)

4. Make “Have you ever...?” questions with the information available *and* answer your questions!

a. (you/travel/abroad) **Have you ever travelled abroad?**

i. **Yes, I’ve travelled abroad (a lot of times)**

ii. **No, I’ve never travelled abroad (before)**

b. (he/bake/cake) **Has he ever baked a cake?**

i. **Yes, he’s baked a cake (before, once, twice, etc.)**

ii. **No, he’s never baked a cake (before)**

c. (they/play/baseball)

i. **Have they played baseball?**

ii. Yes, they've played baseball (many times, once, a few times, etc.)

iii. No, they've never played baseball (before)

d. (she/study/french)

i. Has she ever studied french?

1. Yes, she's studied French (before)

2. No, she's never studied French (before)

e. (it/break)

i. Has it ever broken?

ii. Yes, it's broken (before)

iii. No, it's never broken (before)

f. (you/write/a book)

i. Have you ever written a book?

1. Yes, I've written 3 books (before)

2. No, I've never written a book (before)

5. Give a list of 5 things you have done in your life that many people haven't

a. (my examples)

b. I have lived overseas for several years

c. I have won a year of free M&Ms

d. I have studied several languages

e. I have taught online

f. I have met a lot of cool people

6. Give a list of 5 things you have *never* done in your life that you want to do in the future

i. (my examples)

- b. I have never been to Iran**
- c. I have never flown a plane**
- d. I have never went skiing in the Alps**
- e. I have never bungee jumped**
- f. I have never played the drums**

Practice

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4.3 PP USE 3

Present perfect use three! Use three is the most popular use for the present perfect. It's especially popular for asking someone about things they have or have not done in their life at some point. To ask about anything from their past until the present moment. It can be big questions or small questions.

[00:00:17] So let's figure out how to use this use for the present perfect.

[00:00:21] Here, the questions are mundane. Pretty small.

[00:00:23] Have you watched this movie? Yes, I have it's great.

[00:00:27] Have you talked to her today? No, I haven't talked to her yet.

[00:00:31] Have you ever...

[00:00:32] But if we had ever to the question, although it's not necessary. Now, we aren't asking about life experiences. If you have done or experienced something ever at least one time in your life. These questions tend to be bigger of more significance.

[00:00:46] Have you ever traveled to France? Yes, I have traveled to France before several times actually.

[00:00:51] Have you ever been in a car crash? No, I've never been in a car crash.

[00:00:56] Has your son ever broken a bone? Yeah, he has twice it was terrible!

[00:01:01] Has your daughter ever failed a class? Yes. She once failed an art class.

[00:01:05] I have never. And as you can see from the previous responses, if you haven't done something the negative response to ever is NEVER.

[00:01:13] Have you ever lied to your parents? No, I've never lied to my parents.

[00:01:18] Has it ever stopped working without warning? No never. It's always worked great.

[00:01:22] Has anyone ever broken into your house? No, no one's ever done that.

[00:01:26] And remember in English, we cannot have a double negative. That's why we say no one ever not no one never.

[00:01:33] Before. Also if you have or haven't done something before it is common to put before at the end of your response.

[00:01:40] I have never been there before.

[00:01:42] I've met him before.

[00:01:44] She has never taught that before.

[00:01:46] He's used a computer before.

[00:01:47] American cultural note. So far I've been telling you that Americans don't use the present perfect. But when asking about life experiences or what people have ever or never done, we do use the present perfect quite often though we do sometimes again use the present simple when we feel like it.

[00:02:04] Have you ever is just a great way, and it sounds pretty nice too, in the present perfect when asking people about previous experiences or about things they've done, witnessed or fulfilled. And in the US we still use it. Like I said not always but, it's more common here for this use, use three.

Practice

1. To help you understand, try writing a story that illustrates (shows) the use of the present perfect for use 4.

4.4 PP USE 4

Present perfect, use four!

[00:00:02] The present perfect is used to talk about things that happened in the past, and continue to the present moment. Prepositions for and since are often used to describe these types of situations. And therefore are used very very often with the present perfect. If you're using for and since, they're probably in the present perfect or one of the perfect tenses, but I'm not going to tell you how to use for and since yet. That's for the next lecture.

[00:00:28] I am going to use them in our examples in this lecture, but I want you to try to notice first their use before I explain it in detail in the next lecture. Right now. I'm going to give you some examples with the present perfect to help you understand its use, and you are going to pay attention to for and since to see if you see any clues before I explain it.

[00:00:47] Mark is in Las Vegas from March 1st to March 7th. Today is March 4th. So he is in Las Vegas right now. But how long has he been there? How long has Mark been in Las Vegas? This might be a question people ask him during his trip. There are two ways he can answer this question. He can say I've been here for four days, or he can say I've been here since March 1st. What Mark is saying is that he already arrived to Las Vegas and is still here.

[00:01:19] Let's do another example. It's the year 2020 and Lynn Rick are married. So they are married right now. Someone asks them. How long have you been married? They can answer in two ways. They can say we've been married for 10 years. And they can say we've been married since 2010. So they were married in the past, and are still married today and continue to be married when they give their response in the present. One final example.

[00:01:51] I have a friend named Brianna. We met in the past and became friends in the past. We actually became friends in high school. We were in high school about 20 years ago. We continue to be friends today. Someone asks me. How long have you been friends with Brianna? I have a couple ways to respond. I can first say I have been friends with Brianna since high school. Or I can say I've been friends with Brianna for about 20 years. We became friends in the past, sometime during high school or about 20 years ago. And we continue to be friends today.

[00:02:27] This is what use for of the present perfect is for. To show that something happened in the past and continues to the present moment.

[00:02:35] A note about American use of use 4 of the present perfect. This is another perfect tense that Americans use quite commonly. We do not use the simple past to describe this meaning. So here we must use the present perfect tense at all times. As a basic rule, when we see FOR and SINCE, every English speaker will use the perfect tense.

[00:02:58] So as a note: and a really helpful tool for you when you see for and since, you are overwhelmingly likely to use one of the perfect tenses.

Practice

1. To help you understand, try writing a story that illustrates (shows) the use of the present perfect for use 4.

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4.5 SINCE4AGO

For and since. Both for and since are used to mean how long. But we use them differently depending on how we describe or think about a duration. So in the last lecture we focused on situations using for and since, let's look specifically now at the use of for and since.

[00:00:19] Use FOR plus a period of time.

[00:00:21] By period of time, I mean for seconds minutes hours days weeks months years decades and so on! It can also be more General expressions, like for a long time. For a short time. As well, when you see or want to use for, it will most likely be in a perfect tense. I'm going to give you some examples. So if you haven't watched the previous lecture about how to use the present perfect for use 4, watch that first!

[00:00:49] I've waited for one month for my package to arrive.

[00:00:52] So I started waiting in the past and continue to wait at the moment of speaking. Will it arrive soon? With the information available. We don't know yet.

[00:01:03] She's been waiting for 10 years for this promotion. She started waiting at least 10 years ago to get promoted, and is still waiting at the current moment. Will she get the promotion? Unfortunately, we don't know with just the information in this example.

[00:01:18] She's lived in Mexico for six years.

[00:01:21] So she started to live in Mexico six years ago, and at the time of speaking, she still lives in Mexico. Continues to live in Mexico. Will she live in Mexico a lot longer? We don't know.

[00:01:33] He's saved up for a long time to buy a new car.

[00:01:36] Now we have a less specific period of time, but it's still a period of time. He started saving money a long time ago. We don't know when exactly but in his opinion it was a long time ago and at the time of speaking, continues to save money for that new car. Will he save enough? With this information from the example? We don't know.

[00:01:58] Since.

[00:01:59] We use since plus the start of a period of time. That is a specific date, a specific time. Not a period of time not a duration of time. For a date or time. We say since. Since 9 o'clock, since Monday, since 1990, since yesterday. It can also be more general. Since I was a child, since my early teenage years, since I became a father. Let's use our last examples and change them to since instead of for.

[00:02:30] I've waited since April for my package to arrive.

[00:02:32] In the for example. I said I've waited for one month. So if this is the same situation, it must now be May when I say this. So April here is the start of that period of time and one month is the period of time, the period of time lasting one month.

[00:02:51] She's been waiting since 2007 for this promotion.

[00:02:55] So she has been waiting a long time. Since 2007. Another way to say it like in the original example, is for 10 years, because that's the current year in this example. 2007 is when she started to wait and 10 years is the duration the period of her wait.

[00:03:14] She's lived in Mexico since her first child was born.

[00:03:17] Originally we said she's lived there for six years. That's the duration of her time until the present moment. We can also say since her first child was born, she's lived in Mexico. That is one way to describe the start of her time in Mexico. So at the time of speaking, her firstborn child must be six years old.

[00:03:38] He's saved up since he can remember to buy a new car.

[00:03:41] Originally. We said he's been saving up for a long time, which is not such a specific amount of time. Maybe his idea of a long time is not our idea of a long time. But it's still a period of time and needs for to describe it. Now using since he says since he can remember. This is even more general now, even less specific. However, it does describe the start of a period of time. It is for him the start of being able to remember anything. So that must be really far back in time. But listening to this guy, I think he is exaggerating. Who really knows how long he has been saving money for this car.

[00:04:22] Do you see how similar since and for are? Since and for can be used to describe the exact same amount of time! WE just use one with periods of time like for two years. I've saved all my money. And the other with the start of that period of time. Like since 2018. I've saved all my money.

[00:04:41] Ago.

[00:04:42] We most often use since and for when using one of the perfect tenses, but with ago the main rule is don't use it in a perfect tense. That's because ago usually describes an action that started and finished in the past. And the present perfect usually continues right up until the present moment. So don't use ago in the perfect tenses because it doesn't make sense.

[00:05:07] So what does ago tell us? I'm going to give you three examples first and you try to guess before I give you the exact definition.

[00:05:15] When did you get home today Mom? I got home about two hours ago.

[00:05:19] When did you start working at your current company? A while ago. I started working at my current job like 12 years ago.

[00:05:25] When did you meet your boyfriend? Pretty recently, we met each other about two weeks ago.

[00:05:30] So ago means before. Two hours before now 12 years before now two weeks before now. If you look at the examples, these are periods of time from the past that stopped in the past. Do not continue now. And when we describe something that started and ended in the past, that is not the present perfect! Notice also that ago comes after, follows the period of time that it describes.

Practice

1. Complete each sentence with *for*, *since*, or *ago*

- a. I've been here _____ May
- b. They've been waiting for it _____ Noon.
- c. I got married 3 years _____.
- d. She's waited for you _____ more than an hour!
- e. They've wanted it for Christmas _____ they
saw the advertisement on TV
- f. They think it happened 3 years _____, but
I'm pretty sure it happened closer to 4 years

- g. I don't know why you have to study history. All of
this junk happened a long time _____
- h. I've wanted to meet him _____ I was a kid!

- i. They've been working on the car _____ the entire day!
- j. We've had _____ August to finish this project
- k. He's been working at this company _____ as long as I can remember!

Answers

1. Complete each sentence with *for*, *since*, or *ago*

l. I've been here **since** May

i. **That's when the period started of me
being there**

m. They've been waiting for it **since** Noon.

i. **That's when they started waiting**

n. I got married 3 years **ago**.

i. **You get married once, and it happened 3
years in the past**

o. She's waited for you **for** more than an hour!

i. **Her waiting has continued for more than 1
hour, the period of time is something
greater than an hour**

p. They've wanted it for Christmas **since** they saw the advertisement on TV

i. They began wanting the gift after seeing the advertisement

q. They think it happened 3 years **ago**, but I'm pretty sure it happened closer to 4 years **ago**

i. **It happened, meaning it occurred and then finished. This one time process in the past happened 4 years ago, and did not continue**

r. I don't know why you have to study history. All of this junk happened a long time **ago**

i. **History belongs to the past, it does not continue to the present time. Also, we**

have the past simple which tells us it's
probably not *for* or *since*

s. I've wanted to meet him **since** I was a kid!

i. **Beginning when I was a child, I wanted to
meet this person**

t. They've been working on the car **for** the entire
day!

i. **"Entire day" is a period of time, so we
need to use for**

u. We've had **since** August to finish this project

i. **The opportunity to begin working on the
project began in August, the start date**

v. He's been working at this company **since** as long
as I can remember!

- i. This one's tricky, but it gives us the time when something started, which means we need "since". What started? Basically being able to remember, for my brain to start working. It's actually an expression that means "a long time"**

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2.2 to be questions

Forming questions with the verb 'to be'. You've now got a good understanding of how to form and conjugate the verb to be. And now you're going to learn how to ask questions with it. First, here is a reminder of the simple positive, affirmative form of to be.

[00:00:15] "I am" "He is" "She is" "It is" "We are" "You are" "They are"

[00:00:22] To form a question now, we are going to use what is called inversion. All that means is changing the order of the subject and the verb to be.

[00:00:31] So questions with the verb to be start with either "am is or are" take a look! I am becomes "Am I?" He is becomes "is he?" She is becomes "Is she?" It is becomes "is it?" We are becomes "Are we?" You are becomes "Are you?" They are becomes "Are they?"

[00:00:57] Notice at the end of these questions ,my intonation rises. My pitch gets higher and this shows that I'm asking a question. Let's do some examples.

[00:01:06] "Are you here already?"

[00:01:08] No, I'm still at home.

[00:01:10] "Am I allowed to bring a friend?"

[00:01:12] Sure. You can bring whomever you want.

[00:01:15] "Is it dark outside already?"

[00:01:17] Yeah. It's really dark out.

[00:01:19] "Are they in New York or California?"

[00:01:22] My parents they're in New York this week.

[00:01:24] Remember when asking questions this way, the subject and verb simply change places. And we often replace the noun with a subject pronoun when responding to a question, because it's just shorter to say and it's easier to refer to something, and sounds nicer not to repeat the same word.

[00:01:42] "Is your brother at school?"

[00:01:43] No, he's at home.

[00:01:45] "Are your parents still married?"

[00:01:47] Yeah, they're still married

[00:01:49] "Are Mark and Sandra from here?"

[00:01:51] No, they're from Dallas.

[00:01:52] Question words. You now know the most common way to ask a question using the verb to be, which is simply changing the order of the subject and verb.

[00:02:02] We can ask a lot of different types of questions with this by putting a question word at the beginning. These question words are who, what, where, when, why and how let's look at some examples. Pause the video when you hear the sound, and see if you guess the right question word!

[00:02:17] **QUESTION:** •••• is your favorite color?

[00:02:19] My favorite color is blue.

[00:02:23] What is your favorite color?

[00:02:24] My favorite color is blue.

[00:02:26] Use what when talking about a specific person thing animal or object. Use which when there is an option or a choice.

[00:02:34] **QUESTION:** •••• are you from?

[00:02:36] I'm from Florida

[00:02:39] Where are you from?

[00:02:41] I'm from Florida.

[00:02:42] Use where when talking about location.

[00:02:44] **QUESTION:** •••• is in that car?

[00:02:47] I'm not sure.

[00:02:49] Who is in that car?

[00:02:51] I'm not sure!

[00:02:52] Use who when talking about a person.

[00:02:55] **QUESTION:** •••• are they upset?

[00:02:57] They're upset because they failed the test.

[00:03:01] Why are they upset?

[00:03:03] They're upset because they failed the test

[00:03:06] Use why to ask for a reason or explanation.

[00:03:09] QUESTION: are you?

[00:03:11] I'm good. How about you?

[00:03:14] How are you?

[00:03:15] I'm good. How about you?

[00:03:17] Use how to ask about a condition, quality, manner and way things are. Question word short forms.

[00:03:25] We also contract, shorten the forms with the question words. And we use the short forms for the same reasons mentioned before when using contractions.

[00:03:35] What's the date? It's Friday the 22nd.

[00:03:37] Who's the owner of the restaurant? I have no idea who it is.

[00:03:41] Where's your friend? Where is my friend? I don't know. She must be late.

[00:03:46] How are you? Still awake? I drank a lot of coffee.

Practice

1. Complete each sentence with *for*, *since*, or *ago*

- a. I've been here _____ May
- b. They've been waiting for it _____ Noon.
- c. I got married 3 years _____.
- d. She's waited for you _____ more than an hour!
- e. They've wanted it for Christmas _____ they
saw the advertisement on TV
- f. They think it happened 3 years _____, but
I'm pretty sure it happened closer to 4 years

- g. I don't know why you have to study history. All of
this junk happened a long time _____
- h. I've wanted to meet him _____ I was a kid!

- i. They've been working on the car _____ the entire day!
- j. We've had _____ August to finish this project
- k. He's been working at this company _____ as long as I can remember!

Answers

1. Complete each sentence with *for*, *since*, or *ago*

l. I've been here **since** May

i. **That's when the period started of me
being there**

m. They've been waiting for it **since** Noon.

i. **That's when they started waiting**

n. I got married 3 years **ago**.

i. **You get married once, and it happened 3
years in the past**

o. She's waited for you **for** more than an hour!

i. **Her waiting has continued for more than 1
hour, the period of time is something
greater than an hour**

p. They've wanted it for Christmas **since** they saw the advertisement on TV

i. They began wanting the gift after seeing the advertisement

q. They think it happened 3 years **ago**, but I'm pretty sure it happened closer to 4 years **ago**

i. **It happened, meaning it occurred and then finished. This one time process in the past happened 4 years ago, and did not continue**

r. I don't know why you have to study history. All of this junk happened a long time **ago**

i. **History belongs to the past, it does not continue to the present time. Also, we**

have the past simple which tells us it's
probably not *for* or *since*

s. I've wanted to meet him **since** I was a kid!

i. **Beginning when I was a child, I wanted to
meet this person**

t. They've been working on the car **for** the entire
day!

i. **"Entire day" is a period of time, so we
need to use for**

u. We've had **since** August to finish this project

i. **The opportunity to begin working on the
project began in August, the start date**

v. He's been working at this company **since** as long
as I can remember!

- i. This one's tricky, but it gives us the time when something started, which means we need "since". What started? Basically being able to remember, for my brain to start working. It's actually an expression that means "a long time"**

4.6 PP VS PASTS

Present perfect versus past simple. We use the past simple to talk about things that have already finished. Were completed in the past and do not affect us right now in the present moment.

[00:00:14] Their consequences were felt much more in the past. We're not focusing on now. There are some adverbs and other time references that really help us know which tense to use. So we'll look at that a little bit more in this lecture. As well as some other aspects to differentiate, know the difference between when to use present perfect and past simple.

[00:00:36] I did it yesterday. I did the action. I started it and I finished it yesterday. That means it is not close to the present which is what we use the perfect tense for.

[00:00:47] I saw a movie last week. Again, I watched the movie last week, which is far removed from now. The action was finished a while ago and there is no way that I can continue watching it until the present moment if I did it one week ago.

[00:01:01] I ate lunch at noon. My lunch was eaten at noon. The action has a clear start time and end time. I started at noon and ended at noon. I started and finished during that one hour. It is removed from the present. So I can't use the present perfect. I must use the past simple.

[00:01:19] My son was born in 1990. We don't know what year it is when the person says this but we do know a person is only born once. And they were born in 1990. There is no way we can use the present perfect when we know that this happened in the past, some time in 1990.

[00:01:38] I met my girlfriend for the first time two weeks ago. I met her and then sometime after that we began dating. Pay attention though. I met her the first time two weeks ago. The two weeks ago tells us the action happened in the past and stopped completely. We have to use the past simple to express that. If you try to use the present perfect it will be very confusing because you cannot do something until the present moment if it ended two weeks ago.

[00:02:06] Questions with the past simple.

[00:02:08] When asking questions with when and what time, you will want to use the past simple and not the present perfect. That's because we are asking about things that began and ended in the past and don't affect us right now in the present. Also some people pronounce the -h in what and when. Most people don't! So you might hear some people say when and what. Most people will say when and what.

[00:02:35] Here are some examples.

[00:02:37] When did you visit your parents? I visited them last weekend.

[00:02:40] No matter what the response to this question is. It must have already happened and already finished sometime in the past, unless if I did not visit my parents yet, but that's the past simple negative.

[00:02:51] What time did she call you? Oh, she called me at midnight.

[00:02:55] It's the same here. The call happened in the past and is removed from the present. Any type of question where we ask what time will be asking about an action that has already been completed and finished.

[00:03:07] Present perfect and past simple comparison. I'm going to ask very similar questions, one in the present perfect and one in the past simple. After hearing the question pause the video and try to explain in your own words what differences there are using past simple versus present perfect. Then you will hear my explanation. Good luck.

[00:03:28] I've lost my wallet.

[00:03:30] I lost my wallet last month.

[00:03:34] Let's start with the past simple this event happened a while ago, last month. So at the time of speaking, it has very little consequence for the present. But when I say I've lost my wallet, it is affecting me greatly in the present. Maybe we're about to leave the house, but now I can't find it or maybe we recently ate at a restaurant and now it's gone. Probably still at the restaurant. We use the present perfect to show that the action is having a strong obvious impact on the present circumstance. The past simple can still have some impact like maybe I never found my wallet last month, and I'm still trying to get new credit cards, but that requires extra context and still doesn't give the same meaning.

[00:04:13] Where's Sarah? She's gone to work.

[00:04:15] Where's Sarah? She went to work a while ago.

[00:04:20] Pretty similar sentences right? In both Sarah is no longer at that place where I'm asking the question, but there is one important difference that both American and British speakers recognize. When you use the present perfect, the action is understood to have happened more recently.

[00:04:35] So in the present perfect example, maybe it's possible to see her just by looking out the front window, if she's just, if she's, if she has just left for work. And in the past simple, we don't use adverbs that mean very recently or we shouldn't with proper grammar, like when you're taking a test. We use adverbs related to time that tell us that something happened longer ago further in the past completed and done. And a while ago means she left not recently, but longer in the past. Remember past simple with adverbs of time that are further in the past, present perfect with adverbs that are more recent like just.

[00:05:14] American use.

[00:05:16] It's important to understand these small, subtle differences between the present perfect and past simple. Even though Americans don't always use the present perfect we still can understand the difference in meaning when it is used, and use it intentionally when we need to communicate these important ideas related to time.

[00:05:34] So just because you want to focus on American English, doesn't mean you can ignore the present perfect! Because we still use it a lot in the United States, though not as often, and we still communicate with a lot of native speakers from outside of the US.

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Practice

1. When asking questions with “When ...?” and “What time ...?”, do you use the present perfect or past simple? Why?

2. To help you understand the differences in meaning, write two dialogues (conversations). Write each dialogue once in the present perfect, and once in the past simple.

3. What adverbs or time references tell us to use the
past simple?

4. What adverbs or time references tell us to use the
present perfect?

Answers

5. When asking questions with “When ...?” and “What time ...?”, do you use the present perfect or past simple? Why? **Past simple. They are asking questions about events and situations that should have clear end points that finished in the past, and do not have an immediate impact on the present situation**
6. To help you understand the differences in meaning, write two dialogues (conversations). Write each dialogue once in the present perfect, and once in the past simple. **(This is for your understanding, so write it in words that make sense to you. Look at my examples if you need help)**

7. What adverbs or time references tell us to use the past simple? **Yesterday, last (night, week, month, year), at noon, in 2002/1990/any year, 5 months ago (period of time + ago)**

8. What adverbs or time references tell us to use the present perfect? **Just and prepositions “for” and “since” often indicate that a perfect tense should be used**

Answers

5. How do we form the present perfect continuous?

a. Subject + have/has + been + -ing form of verb

6. What are the two main uses of the present perfect continuous?

a. 1) To talk about something that started in the past and continues into the present with know idea about when it might stop

b. 2) To talk about something that started in the past and recently ended, as well, has some effect or impact on the present moment.

7. How is the present perfect continuous different than the present perfect?

a. The 2nd use of the present perfect continuous is very similar to how we sometimes use the present perfect. However, in all other uses the present perfect continuous means the action has not stopped, it continues. This is the major difference.

8. Explain the following sentences and what the present perfect continuous tells us about the situation.

a. I have been working all day

i. I started in working earlier in the day, and I continue at this moment. The action started in the past and continues = use 2.

b. This quarter has been becoming difficult for the business

i. This difficult situation started at the beginning of the quarter and continues being difficult now. It will probably be difficult until the end of the quarter, but we don't know for sure. Either way, we have an action that started in the past, continues at present, and has no obvious end in sight. Use 2.

c. Opinions about the president have been changing rapidly

i. The rapid change in opinion started earlier, but with such little context we cannot know for certain if we're talking about the opinions continuing to change

right now, if they have very recently stopped changing. So this could be use 1 or 2, it's hard to know without more context.

d. We have been asking him questions, and he is now ready to speak with you.

i. **This is clearly use 2 because he is now ready to speak with someone else, so the questioning must have finished. So the meaning here is very similar to the present perfect. The impact on the present is that he is now ready to speak with the other person, the first round of questioning is over. It started in the past,**

**recently finished, and has an impact on
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Answers

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4.7 pp continuous

Present perfect continuous.

[00:00:01] The present perfect continuous can be used to describe actions that have just ended, as well as other actions that continue. The main difference between the present perfect continuous and the present perfect, is that the present perfect continuous focuses more on the duration of these actions.

[00:00:18] The present perfect continuous has two main uses.

[00:00:21] First for actions that started sometime in the past and continue at the present moment.

[00:00:26] This can even be like living somewhere, which is like a repeated action or hobby. Because usually we start a hobby in the past and continue doing it until the present time and probably keep doing it later as we continue.

[00:00:41] Second for actions that have just finished and have consequences in the present, so very similar to the present perfect simple, but a stronger focus on the duration.

[00:00:50] In the US we use the present perfect continuous a lot. But really only for the first use. For Americans, we often use the present simple instead of the present perfect continuous with its second use.

[00:01:03] But they do use it a lot in the UK and other parts of the English-speaking world. This is similar to how we often avoid using the present perfect. Let's start by looking at how to form the present perfect continuous and then we'll look deeper at its use and meaning.

[00:01:17] How to form the present perfect continuous.

[00:01:20] First we need the subject then have or has plus been and the ing form of the verb, the present participle. If your subject is I we you they, use have. If your subject is he she it, use has we.

[00:01:36] Pronounce it been in the US and in most other parts of the world it's pronounced closer to been. And after that, our main verb ending in ing, the present participle.

[00:01:45] Today I have been playing computer games. Or contracted today, I've been playing computer games.

[00:01:51] This week he or she has been calling me a lot, or he or she's been calling me a lot.

[00:01:57] Lately, it has been working well. Or lately, it's been working well.

[00:02:02] This year we have been working a lot, or this year we've been working a lot

[00:02:07] Recently, you have been acting strange, or recently you've been acting strange.

[00:02:12] This afternoon, they have been busy. Or, this afternoon they've been busy.

[00:02:16] Present perfect continuous in the negative.

[00:02:19] To form the negative. All we do is add not after have or has, contracted these become haven't and hasn't. Haven't. Hasn't. We have two contraction options, shorten the subject and have or has or shorten have or has with not. Contracting have or has with not is more common and contracting the subject and have or has, adds more stress to the negation by leaving not all by itself.

[00:02:49] Today I haven't been playing computer games, or today I've not been playing computer games.

[00:02:55] This week he or she hasn't been calling me a lot, or this week, he's not or she's not been calling me a lot.

[00:03:03] Lately, it hasn't been working well, or lately, it's not been working well.

[00:03:08] This year we haven't been working a lot, or this year we've not been working a lot.

[00:03:13] Recently, you haven't been acting strange. Recently, you've not been acting strange.

[00:03:18] This afternoon, they haven't been busy. This afternoon, they've not been busy.

[00:03:23] Asking questions with the present perfect continuous.

[00:03:27] Asking questions with the present perfect continuous is super easy. Just change the order of the subject and have or has. As well, our time references will now go to the end of the sentence.

[00:03:37] Have I been playing computer games today?

[00:03:40] Has he or she been calling me a lot this week?

[00:03:43] Has it been working well lately?

[00:03:44] Have we been working a lot this year.?

[00:03:46] Have you been acting strange recently?

[00:03:48] Have they been busy this afternoon?

[00:03:50] Present continuous versus perfect continuous.

[00:03:53] Now, you know how to form the present perfect continuous.

[00:03:56] But before we do some more examples to make everything easily understood, you need to know the difference between present continuous and the present perfect continuous. The present continuous only cares about what is happening now. It does not care about when something started or when it ends. The present perfect continuous does care that something started in the past, and with a second use it can also mean that the action very recently ended and has an impact on the present moment.

[00:04:27] So present continuous only tells us what's happening at this moment. That an action is continuing without any idea about when it started or might end. The present perfect continuous, either tells us that something started in the past and continues at the current moment, that's the first use, or that an action started in the past and very recently ended and has some effect on the present.

[00:04:51] That's the second use.

[00:04:52] Hey, what have you been doing today?

[00:04:54] Today, I've been busy. I've mostly been studying for the test tomorrow. But I've also been preparing for a job interview.

[00:05:00] The initial question. What have you been doing today, is asking us about things we did recently. Specifically today. They might be things we stopped doing earlier today, or maybe we're still doing them. Because their meanings are so similar you can actually respond with the present perfect, too. So I've studied for the test tomorrow, but I've also prepared for a job interview. With the present perfect continuous, there's more focus on the length and duration of the action. Plus it might still be continuing.

[00:05:28] Hey, Wole. I haven't seen you in a long time. Have you been staying up to date on the news?

[00:05:33] So someone has not seen me in a long time. An expression for this is 'long time, no see.' Their question is in the present perfect. Then they ask Wole a question in the present perfect continuous. Have you been staying up to date on the news? To stay up-to-date on something, is to remain informed, know what's happening. So he's asking Wole, have you informed yourself about the events in the news? Events starting in the past and continuing until the moment he asks him the question. Have you been staying informed about events happening until now?

[00:06:07] Have you been sick this whole month?

[00:06:09] What's being asked here? They're asking the person about how long they have been sick. They got sick sometime in the past and either continue to be sick in the present, use one, or just recently stopped being sick in the past, use two.

[00:06:22] So let's look at how we can respond for both.

[00:06:25] Yeah, I've been sick this whole month and still am.

[00:06:28] Or yeah, I've been sick this whole month, but I just got better. Now I have a ton of work to do.

[00:06:34] Basketball is his favorite hobby. He's been playing it for 10 years now. I guess that means he's been playing it since he was 12.

[00:06:40] Here's our hobby example, it could be a habit custom or anything else that started in the past and continues until now.

[00:06:48] She hasn't been living in Thailand for a year. She's only been living there for a month.

[00:06:52] This is still use one and this time it's about living somewhere. A slight difference here with the perfect continuous is how something can sound more temporary.

[00:07:01] For example, if I was born in Thailand and lived there for my whole life, it sounds more permanent to use the present perfect. The present perfect continuous can sound like an action is more temporary compared to other events, but not always. So while she has lived in Thailand for a month, it's a relatively short amount of time and we don't know if she plans on staying there very long into the future.

Practice

1. How do we form the present perfect continuous?
2. What are the two main uses of the present perfect continuous?
3. How is the present perfect continuous different than the present perfect?
4. Explain the following sentences and what the present perfect continuous tells us about the situation.
 - a. I have been working all day
 - b. This quarter has been becoming difficult for the business
 - c. Opinions about the president have been changing rapidly

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[00:02:12] This afternoon, they have been busy. Or, this afternoon they've been busy.

[00:02:16] Present perfect continuous in the negative.

[00:02:19] To form the negative. All we do is add not after have or has, contracted these become haven't and hasn't. Haven't. Hasn't. We have two contraction options, shorten the subject and have or has or shorten have or has with not. Contracting have or has with not is more common and contracting the subject and have or has, adds more stress to the negation by leaving not all by itself.

[00:02:49] Today I haven't been playing computer games, or today I've not been playing computer games.

[00:02:55] This week he or she hasn't been calling me a lot, or this week, he's not or she's not been calling me a lot.

[00:03:03] Lately, it hasn't been working well, or lately, it's not been working well.

[00:03:08] This year we haven't been working a lot, or this year we've not been working a lot.

[00:03:13] Recently, you haven't been acting strange. Recently, you've not been acting strange.

[00:03:18] This afternoon, they haven't been busy. This afternoon, they've not been busy.

[00:03:23] Asking questions with the present perfect continuous.

[00:03:27] Asking questions with the present perfect continuous is super easy. Just change the order of the subject and have or has. As well, our time references will now go to the end of the sentence.

[00:03:37] Have I been playing computer games today?

[00:03:40] Has he or she been calling me a lot this week?

[00:03:43] Has it been working well lately?

[00:03:44] Have we been working a lot this year.?

[00:03:46] Have you been acting strange recently?

[00:03:48] Have they been busy this afternoon?

[00:03:50] Present continuous versus perfect continuous.

[00:03:53] Now, you know how to form the present perfect continuous.

[00:03:56] But before we do some more examples to make everything easily understood, you need to know the difference between present continuous and the present perfect continuous. The present continuous only cares about what is happening now. It does not care about when something started or when it ends. The present perfect continuous does care that something started in the past, and with a second use it can also mean that the action very recently ended and has an impact on the present moment.

[00:04:27] So present continuous only tells us what's happening at this moment. That an action is continuing without any idea about when it started or might end. The present perfect continuous, either tells us that something started in the past and continues at the current moment, that's the first use, or that an action started in the past and very recently ended and has some effect on the present.

[00:04:51] That's the second use.

[00:04:52] Hey, what have you been doing today?

[00:04:54] Today, I've been busy. I've mostly been studying for the test tomorrow. But I've also been preparing for a job interview.

[00:05:00] The initial question. What have you been doing today, is asking us about things we did recently. Specifically today. They might be things we stopped doing earlier today, or maybe we're still doing them. Because their meanings are so similar you can actually respond with the present perfect, too. So I've studied for the test tomorrow, but I've also prepared for a job interview. With the present perfect continuous, there's more focus on the length and duration of the action. Plus it might still be continuing.

[00:05:28] Hey, Wole. I haven't seen you in a long time. Have you been staying up to date on the news?

[00:05:33] So someone has not seen me in a long time. An expression for this is 'long time, no see.' Their question is in the present perfect. Then they ask Wole a question in the present perfect continuous. Have you been staying up to date on the news? To stay up-to-date on something, is to remain informed, know what's happening. So he's asking Wole, have you informed yourself about the events in the news? Events starting in the past and continuing until the moment he asks him the question. Have you been staying informed about events happening until now?

[00:06:07] Have you been sick this whole month?

[00:06:09] What's being asked here? They're asking the person about how long they have been sick. They got sick sometime in the past and either continue to be sick in the present, use one, or just recently stopped being sick in the past, use two.

[00:06:22] So let's look at how we can respond for both.

[00:06:25] Yeah, I've been sick this whole month and still am.

[00:06:28] Or yeah, I've been sick this whole month, but I just got better. Now I have a ton of work to do.

[00:06:34] Basketball is his favorite hobby. He's been playing it for 10 years now. I guess that means he's been playing it since he was 12.

[00:06:40] Here's our hobby example, it could be a habit custom or anything else that started in the past and continues until now.

[00:06:48] She hasn't been living in Thailand for a year. She's only been living there for a month.

[00:06:52] This is still use one and this time it's about living somewhere. A slight difference here with the perfect continuous is how something can sound more temporary.

[00:07:01] For example, if I was born in Thailand and lived there for my whole life, it sounds more permanent to use the present perfect. The present perfect continuous can sound like an action is more temporary compared to other events, but not always. So while she has lived in Thailand for a month, it's a relatively short amount of time and we don't know if she plans on staying there very long into the future.

Practice: Questions with “to be”

1. Write short responses to the question

(for example: Yes, I am / No, I am not – is/are

questions are often answered by “yes/no”)

a. Are they hungry?

i. _____

b. Is it foggy outside?

i. _____

c. Are you awake by 6am?

i. _____

d. Where is your family from?

i. _____

e. Who is your best friend?

i. _____

f. Is your best friend older than you?

i. _____

2. Match the question with the right answer

a. Where is your house?

b. Is your dad a lawyer?

c. Is she from Germany?

d. Am I early?

e. How is your mom?

f. Who is that person?

g. How thirsty are you?

i. That's my mom

ii. Not very

iii. No, a police officer

- iv. Yes, from Berlin
- v. She's well
- vi. It's down the street
- vii. Yes, you are

Answers

3. Write short responses to the question

(for example: Yes, I am / No, I am not – is/are

questions are often answered by “yes/no”)

a. Are they hungry?

i. **Yes, they are / No, they aren't**

b. Is it foggy outside?

i. **Yes, it is / No, it is not**

c. Are you awake by 6am?

i. **Yes, I am / No, I'm not**

d. Where is your family from?

i. **My family's from Belgium**

e. Who is your best friend?

i. **My best friend is Addiddou**

f. Is your best friend older than you?

i. Yes, he is / No, he's not

**1. You might have noticed that in the
affirmative, when not followed by
anything after it, we do not contract
or use the short form.**

4. Match the question with the right answer

a. Where is your house?

i. **It's down the street**

b. Is your dad a lawyer?

i. **No, a police officer**

c. Is she from Germany?

i. Yes, from Berlin

d. Am I early?

i. Yes, you are

e. How is your mom?

i. She's well

f. Who is that person?

i. She's my mom

g. How thirsty are you?

i. Not very

Practice

(There are many possible answers!)

1. Finish the sentence by stating how the present perfect affects us in the present (because the action has / has not been completed)

a. He has finished his chores, so ... **now he can relax and watch TV**

b. She hasn't cleaned her room yet. As a result, ...

c. We haven't decided where to go on vacation. ...

d. They still haven't thought of a new idea yet, so
....

e. I have done a great job at work so far this year.
That's why my boss ...

f. Nobody's answered my question. Therefore, ...

2. Write a sentence in the present perfect that explains the result in the following sentence.

a. **I've finally finished my homework!** Now I can finally go to sleep.

b. ... So I must do a lot over the weekend because of it.

c. ... That's why I am playing outside.

d. ... I need a cup of coffee.

e. ... Our boss is very upset.

f. ... I think I will stay home today

Answers

(There are many possible answers!)

1. Finish the sentence by stating how the present perfect affects us in the present (because the action has / has not been completed)

g. He has finished his chores, so ... **now he can relax and watch TV**

h. She hasn't cleaned her room yet. As a result, ... **she can't go to the party**

i. We haven't decided where to go on vacation. ... **We must decide today!**

j. They still haven't thought of a new idea yet, so**they are in trouble with the boss**

e. I have done a great job at work so far this year.

That's why my boss ... **is giving me a raise**

l. Nobody's answered my question. Therefore, ... **I**

am still very confused

3. Write a sentence in the present perfect that explains the result in the following sentence.

a. **I've finally finished my homework!** Now I can finally go to sleep.

b. **I was sick all week.** So I must do a lot over the weekend because of it.

c. **The weather has been really nice!** That's why I am playing outside.

d. **I haven't slept well.** I need a cup of coffee.

e. **We haven't increased our sales.** Our boss is
very upset.

f. **It's rained all morning.** I think I will stay home
today

5.1 FUT CONT

Future plans with the present continuous. Now, you might be thinking that hey, we already looked at the present continuous and we know how to use it! But you can also use the present continuous to talk about the future, so. Let's do that. Alright?

[00:00:14] So we already looked at the present continuous with some examples we looked at like I'm eating right now. He's trying on clothes at the store currently. We're watching a movie at the moment. With these time adverbs now currently and at the moment, it's obvious that were describing things happening now, but we also use the present continuous to talk about the future, especially future plans. Later in this section we're going to learn how to use will. And will is usually for plans farther in the future while the present continuous is generally for plans that are closer to the present. Just like now currently and at the moment tell us that something is happening now, we use the present continuous with adverbs related to the future to let us know that we're talking about the future or future plans.

[00:00:59] I'm eating at the new seafood restaurant tomorrow.

[00:01:02] Here tomorrow tells us that we're not doing this activity now. We're planning to do it later.

[00:01:06] He's traveling to Spain next year.

[00:01:09] He's not traveling to Spain right now. He's traveling to Spain next year. It's his plan for the next summer maybe.

[00:01:15] What are you doing tonight?

[00:01:16] If I just ask what are you doing? It would sound like I was asking about this very moment, but I asked about tonight. So I'm asking about your plans tonight, what you're doing later. Not now.

[00:01:28] Are you going to class today?

[00:01:29] Let's say we're in college class hasn't started yet and it's optional to go. So I'm texting you and asking if you plan to go to class, because if you aren't going to class today, then maybe I'm not either.

[00:01:42] So we use the present continuous when talking about the future. For plans and Arrangements. In some languages like in French and Spanish, you can use the present simple to do this, not in English! We never use the present simple to talk about future plans. If you use the present simple to talk about the future it will sound strange. So don't do it!

[00:02:01] Timetables and programmes

[00:02:03] For things that have a set schedule that doesn't change. We use the present simple. Like a bus schedule or when a movie starts or finishes or when a TV show is on each day of the week. These are closer to being habits, which is when we use the present simple. So if you're describing the bus schedule to a friend we say the bus comes at noon. This is not actually talking about the future. It's talking about something that happens every day. It always comes at noon. It's a schedule that doesn't change.

[00:02:31] Now. If you change your meaning and situation, you can also say the bus is leaving at noon, but now it sounds like you're currently running to the bus you have no idea about its regular schedule. And only know that it is leaving at this moment, and you are planning to get on at this time.

[00:02:49] The same if you go to the cinema to watch a movie we say the movie starts at nine. I'm not expressing an idea about the future. I'm describing how every day. While the movie is playing at this cinema. It is shown at 9 p.m. That is the programme. And just like with a bus example, if we change our meaning we can say the movie is playing at nine, but now we're not talking about his daily schedule. We are talking about what is going to happen later today. One specific moment in the future that we are planning for.

[00:03:20] Same with TV shows on TV. That's the TV programming, and it is fixed and constant. So maybe my favorite show airs or is on TV Mondays at five o'clock in the evening. I use the present simple because that time doesn't change. It's the TV programming schedule, but maybe it's regularly scheduled programming is interrupted by a football.

[00:03:46] So to describe this one specific change a change I'm planning for I can use the future if I want.

[00:03:53] So: "no today it's airing at 7 p.m. Instead of 5 p.m. Because of the game. This is now describing a future plan. One specific moment and not a regular program or schedule. And so, you know a show or series airs on TV, meaning it is on TV.

Practice

1. Use the present continuous to talk about future plans

a. What are you doing next weekend?

i. **I'm running a marathon next weekend**

b. Are you going anywhere special tomorrow?

c. When are you going to bed tonight?

d. What are your plans for tomorrow?

e. What are you eating for breakfast tomorrow morning?

f. Are you playing any sports this week?

2. Describe the different meaning we get from using the

present continuous vs present simple

a. The movie plays at 9 vs The movie is playing at 9

b. The ferry arrives in the morning vs The ferry is arriving in the morning

c. He asks a lot of questions vs He is asking a lot of questions

d. The bus arrives late vs the bus is arriving late

Answers

1. Use the present continuous to talk about future plans

a. (there are many possible answers to these questions, I will put my own answers to help)

e. What are you doing next weekend?

i. I'm running a marathon next weekend

f. Are you going anywhere special tomorrow?

i. No, I'm going to stay home

g. When are you going to bed tonight?

i. I'm going to bed at 22:00

h. What are your plans for tomorrow?

i. I'm working most of the day

i. What are you eating for breakfast tomorrow morning?

i. **I'm eating sausage and eggs**

j. Are you playing any sports this week?

i. **I hope so, I'm playing football on**

Wednesday

3. Describe the different meaning we get from using the

present continuous vs present simple

a. The movie plays at 9 vs The movie is playing at 9
tonight

i. **The movie plays at 9 means this is
regular, constant and habitual**

ii. **The movie is playing at 9 is talking about
tonight specifically. We're not talking
about a constant schedule, instead we**

are planning about tonight, what is going to happen in the future

b. The ferry arrives in the morning vs The ferry is arriving in the morning

i. **The present simple explains that this happens everyday, or has some constant schedule that it follows**

ii. **The present continuous tells me that it is arriving in the morning this one time, but I don't know if it always arrives in the morning**

c. He asks a lot of questions vs He is asking a lot of questions

- i. **“He asks a lot of questions” means he always asks a lot of questions. He is a student that tends to ask a lot of questions**
 - ii. **“He is asking a lot of questions” gives me the idea that he normally doesn’t ask many questions, but maybe the subject is difficult and he is confused. Here we are not talking about the future either, this is happening now**
- d. The bus normally arrives late vs the bus is arriving late

- i. The present simple tells us that the bus is not normally on time, for some reason it is often behind schedule**
- ii. The present continuous tells us that for this specific moment in the future, the bus is going to be late, though I don't know if it usually is late or not**

Practice

1. Use the present continuous to talk about future plans

a. What are you doing next weekend?

i. **I'm running a marathon next weekend**

b. Are you going anywhere special tomorrow?

c. When are you going to bed tonight?

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Answers

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i. I'm running a marathon next weekend

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g. When are you going to bed tonight?

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h. What are your plans for tomorrow?

i. I'm working most of the day

i. What are you eating for breakfast tomorrow morning?

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- i. The present simple tells us that the bus is not normally on time, for some reason it is often behind schedule**
- ii. The present continuous tells us that for this specific moment in the future, the bus is going to be late, though I don't know if it usually is late or not**

5.2 GOING TO

Going to do something. Going to do something has the same meaning as when we just use the present continuous with a future time adverb to relate or express something about the future.

[00:00:12] I'm playing soccer tonight is the same as I'm going to play soccer tonight, but with going to we don't even need a time reference because it's understood immediately that we are talking about something in the future.

[00:00:24] But time adverbs are always super helpful to answer the question when especially when exactly. So both of these, going to and just the present continuous, are very good for talking about things we already decided to do, are planning on doing.

[00:00:38] And again this general idea of maybe being closer to the present compared to will in the future, the future simple. Let's look a little bit more now at going to do something.

[00:00:50] How to form it.

[00:00:52] I am going to do something. He is going to play a game. She is going to play a game. It is going to play a game. We are going to be late. You are going to be late. They are going to be late.

[00:01:06] So as you can see it's first the subject, the conjugated form of to be in the present, going to that never changes, and then finally the infinitive form of our main action verb.

[00:01:21] Going to in the negative.

[00:01:23] I am not going to do that. He she it is not going to work properly. Also. He's She's it's not going to work properly, and he she it isn't going to work properly. We you they are not going to talk about it anymore. And also we you they aren't going to talk about it anymore.

[00:01:45] So the not comes before going to and can be contracted, put together with the verb to be.

[00:01:52] Asking questions.

[00:01:53] Am I going to miss the bus? Is he she it going to yell at me for being late. Are we you they going to get upset?

[00:02:03] So we use inversion again to ask a question with going to. So the to be verb goes to the front and now the subject comes second, followed by going to, and finally our main verb in the infinitive or base form.

[00:02:20] Use of going to.

[00:02:22] Like I said before, if you are going to do something you already decided at some point in the past that you were going to do it in the future. You have the intention or desire to do something. So you're going to do it later, you made that decision and now it's a plan. It's an arrangement. Here are some more examples.

[00:02:41] I've just decided to do it. I'm going to fly to Russia next week.

[00:02:45] I thought about it yesterday. And you're right. I'm going to apologize for my rude Behavior.

[00:02:50] Don't worry. We're going to finish the project before class tomorrow.

[00:02:53] Hey, Jim. Are you going to be home tonight? No, I'm not going to be home until tomorrow morning.

[00:02:58] Predictions.

[00:02:59] We can also use going to for predictions, things we think will happen or are with some certainty going to happen.

[00:03:07] Look at the dark clouds. There's going to be a big storm.

[00:03:10] You haven't even started working on the project. You're not going to finish in time.

[00:03:13] She shouldn't go to work if she's feeling sick. She's going to make everyone else get sick.

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[00:03:10] You haven't even started working on the project. You're not going to finish in time.

[00:03:13] She shouldn't go to work if she's feeling sick. She's going to make everyone else get sick.

Practice

(there are an infinite number of responses you can write.

I'll share a few of my own in the answers to help you)

1. What are 5 things you predict, you think, are going to happen next week?

a. _____

b. _____

c. _____

d. _____

e. _____

2. Thinking about a typical day, describe 5 things you are going to do tomorrow

a. _____

b. _____

c. _____

d. _____

e. _____

Answers

1. What are 5 things you predict, you think, are going to happen next week?

f. I'm going to spend time with my family

g. The weather is going to be nice

h. The president is going to say something dumb

i. It's going to snow

j. I'm not going to get enough sleep

2. Thinking about a typical day, describe 5 things you are going to do tomorrow

k. I'm going to wake up at 5am

l. I'm going to brush my teeth and shower

m. I'm going to drink coffee and eat breakfast

n. I'm going to drive to work and stay there until

5pm

o. I'm going to return home, eat dinner, and relax

Practice

1. What are the conjugations for “will” in the positive, negative and in questions?
 - a. Say them outloud to yourself to practice the pronunciation
2. How are will and going to used differently?
 - a. When can’t we use will?
3. When do we commonly use *shall*?
 - a. Is *shall* commonly used like *will* for talking about the future?
4. In your own words, why do we use *will* in the following sentence?
 - a. “No, let me help you. **I’ll** take care of it for you. No worries”

Answers

1. What are the conjugations for “will” in the positive, negative and in questions?

I will, I’ll. He will, he’ll. She will, she’ll. It will, it’ll. We will, we’ll. You will, you’ll. They will, they’ll.

I will not, I won’t. He will not, he won’t. She will not, she won’t. It will not, it won’t. We will not, we won’t. You will not, you won’t. They will not, they won’t.

Will I? Will he? Will she? Will it? Will we? Will you? Will they?

b. Say them outloud to yourself to practice the pronunciation

5. How are will and going to used differently?

a. When can't we use will?

i. **We can't use will when talking about things we planned to do already, decided and arranged for in the past.**

6. When do we commonly use *shall*?

a. ***Shall is commonly used when making suggestions, making offers, and offering advice***

b. Is *shall* commonly used like *will* for talking about the future? **No.**

7. In your own words, why do we use *will* in the following sentence?

a. “No, let me help you. I’ll take care of it for you.

No worries”

i. **We’re offering help, assistance to
someone.**

5.3 WILL SHALL

How to use will.

[00:00:01] Will has a lot of uses and in this lecture we will discuss them. But first it's most important that you are comfortable and confident with the pronunciation and conjugation of will.

[00:00:13] Will in the positive.

[00:00:15] I will. I'll I'll I'll.

[00:00:20] He will he'll he'll he'll.

[00:00:24] She will she'll she'll she'll.

[00:00:29] It will it'll it'll it'll.

[00:00:33] We will we'll we'll. We'll.

[00:00:38] You will you'll you'll you'll.

[00:00:43] They will? They'll they'll they'll.

[00:00:49] I'll go tomorrow.

[00:00:51] He'll become a manager in five years.

[00:00:53] She'll tell you soon.

[00:00:55] You'll know when the time is right.

[00:00:56] It'll get worse. If you don't fix it.

[00:00:58] We'll never understand him.

[00:01:00] They'll be there If you need help.

[00:01:01] Will in the negative

[00:01:04] I will not. I won't I won't.

[00:01:08] He will not he won't he won't.

[00:01:11] She will not she won't she won't.

[00:01:15] It will not it won't it won't.

[00:01:19] We will not we won't we won't.

[00:01:23] You will not you won't you won't.

[00:01:27] They will not they won't they won't.

[00:01:31] You won't be on time.

[00:01:33] He won't have an extra.

[00:01:34] I won't want to help.

[00:01:36] They won't understand the problem.

[00:01:38] We won't do it properly.

[00:01:40] It won't improve.

[00:01:41] She won't give it to you.

[00:01:42] Some pronunciation notes, as you can see with won't when we have a word coming after it the T gets either much softer or almost completely disappears before another consonant sound. So even if we have a word that starts with a vowel after won't, it gets reduced we get a kind of a soft D sound like it won't improve and then if it's a consonant after won't, it almost completely disappears! I won't want help.

[00:02:13] Using will in questions.

[00:02:15] In questions we use inversion here. So put will at the beginning of the sentence, the subject after it, and then our main verb in the infinitive.

[00:02:25] Will I get in? Will they understand? Will you be on the bus?

[00:02:30] Will we finish on time? Will it still be there? Will she accept the deal? Will he buy a new one?

[00:02:38] How to use will.

[00:02:39] We use will to talk about the future. Will can also be used to talk about the near future events and situations not too far away, and it is used to talk about the distant future. Events and situations that will not happen for a while.

[00:02:54] In spoken English we often ignore this, but if you are taking a test remember it!

[00:02:59] I will do it when I have time. She will probably move to France after this year. They'll decide what to do next quarter. We'll have to make up our minds soon.

[00:03:08] Will versus going to.

[00:03:10] As described in the last lecture, going to and the present continuous are used for things that you have already decided, already arranged or planned to do. We can't use will in these situations.

[00:03:23] We're going to fly to New York this summer. You want to come with?

[00:03:26] It's something we already planned in the past and are going to do in the future. We've already decided to do it later. We can't use will only going to or the present continuous.

[00:03:37] I'm not going to school next week.

[00:03:38] This is something that I planned or decided on in the past, and now I'm planning not to do it.

[00:03:45] I'm working tomorrow. So I can't do it.

[00:03:47] It's already been decided that I won't be at work tomorrow. And I'm talking about my future plan. So I use the present continuous. I could also say I'm going to work tomorrow. We don't always follow this rule. Now having said that, in spoken English at least here in the US, we don't always follow the rule about will versus going to or the present continuous.

[00:04:09] Unfortunately, there is no strict rule to follow here. Sometimes will sounds appropriate as a replacement and sometimes it doesn't. So pay attention when talking to native speakers, watching a show or listening to music to see when native speakers break this rule and when they follow it.

[00:04:27] Using will to offer help.

[00:04:29] We use the contracted forms of will like, I'll, she'll, he'll, etc. When offering to do something for someone. Like giving them a hand, meaning help, or advice. Or when deciding to do something. Here are some examples.

[00:04:44] That looks too big to move by yourself. Here, I'll move it for you.

[00:04:48] Oh, you left your jacket here. One second. I'll check to see if you left it here.

[00:04:52] The weather looks pretty bad. We'll update you soon about the road conditions.

[00:04:56] Expressing your opinion with Will.

[00:04:58] Another way, we can express an opinion or that we're making a decision is first, I think or don't think, followed by I will. You can use this with any subject and I'll give you a few examples of how to form it.

[00:05:11] Are you ready to order food?

[00:05:13] Yes, we think we'll order a bottle of wine and we'll also have two of the chef's specials.

[00:05:20] What do you think will happen to him?

[00:05:21] I think he'll get in a lot of trouble if he keeps lying.

[00:05:24] Depending on the weather, she thinks she'll probably stay home tonight.

[00:05:28] How to use shall.

[00:05:30] First of all, shall should only be used with two subjects: I and we. I shall, we shall. Do not you shall do not use shall with he/she/it/you/they.

[00:05:42] Using shall for the future

[00:05:44] Shall means the exact same thing as will when talking about the future. I will go tomorrow. I shall go tomorrow. We shall ask him at the meeting. We will ask him at the meeting. The only real difference is that when using shall to talk about the future, it sounds much much more formal. That's when talking about the future, but we have one more use for shall that is commonly used and does not sound formal.

[00:06:10] Using shall for suggestions.

[00:06:12] It is very common to you shall when making suggestions or offers or asking for advice. This is the only use of shall that is still a very popular today. The other ones are only for very formal situations like in legal documents. Let me give you some examples of the common use of shall when suggesting, offering and asking for advice. It often means something like should we? Or should I? Or do you think it's a good idea? Do you agree? Do you like the idea?

[00:06:42] Shall we do it? It might be a good idea.

[00:06:44] It's getting late and we need to drive home still. Shall we go?

[00:06:47] Shall I close the window? It's getting cold in here.

[00:06:50] Just remember you should only use shall with I and we.

Practice

1. How is the future continuous formed?
2. How is the future continuous different from the future simple?
3. Change the following future simple sentences into future continuous, sometimes it is not possible because of the main verb.
 - a. He will turn 40 this month
 - b. It will be a great afternoon
 - c. She will have her kids with her tonight
 - d. I will draw the next episode
 - e. The boss will plan what to do

2.2 to be questions

Forming questions with the verb 'to be'. You've now got a good understanding of how to form and conjugate the verb to be. And now you're going to learn how to ask questions with it. First, here is a reminder of the simple positive, affirmative form of to be.

[00:00:15] "I am" "He is" "She is" "It is" "We are" "You are" "They are"

[00:00:22] To form a question now, we are going to use what is called inversion. All that means is changing the order of the subject and the verb to be.

[00:00:31] So questions with the verb to be start with either "am is or are" take a look! I am becomes "Am I?" He is becomes "is he?" She is becomes "Is she?" It is becomes "is it?" We are becomes "Are we?" You are becomes "Are you?" They are becomes "Are they?"

[00:00:57] Notice at the end of these questions ,my intonation rises. My pitch gets higher and this shows that I'm asking a question. Let's do some examples.

[00:01:06] "Are you here already?"

[00:01:08] No, I'm still at home.

[00:01:10] "Am I allowed to bring a friend?"

[00:01:12] Sure. You can bring whomever you want.

[00:01:15] "Is it dark outside already?"

[00:01:17] Yeah. It's really dark out.

[00:01:19] "Are they in New York or California?"

[00:01:22] My parents they're in New York this week.

[00:01:24] Remember when asking questions this way, the subject and verb simply change places. And we often replace the noun with a subject pronoun when responding to a question, because it's just shorter to say and it's easier to refer to something, and sounds nicer not to repeat the same word.

[00:01:42] "Is your brother at school?"

[00:01:43] No, he's at home.

[00:01:45] "Are your parents still married?"

[00:01:47] Yeah, they're still married

[00:01:49] "Are Mark and Sandra from here?"

[00:01:51] No, they're from Dallas.

[00:01:52] Question words. You now know the most common way to ask a question using the verb to be, which is simply changing the order of the subject and verb.

[00:02:02] We can ask a lot of different types of questions with this by putting a question word at the beginning. These question words are who, what, where, when, why and how let's look at some examples. Pause the video when you hear the sound, and see if you guess the right question word!

[00:02:17] **QUESTION:** •••• is your favorite color?

[00:02:19] My favorite color is blue.

[00:02:23] What is your favorite color?

[00:02:24] My favorite color is blue.

[00:02:26] Use what when talking about a specific person thing animal or object. Use which when there is an option or a choice.

[00:02:34] **QUESTION:** •••• are you from?

[00:02:36] I'm from Florida

[00:02:39] Where are you from?

[00:02:41] I'm from Florida.

[00:02:42] Use where when talking about location.

[00:02:44] **QUESTION:** •••• is in that car?

[00:02:47] I'm not sure.

[00:02:49] Who is in that car?

[00:02:51] I'm not sure!

[00:02:52] Use who when talking about a person.

[00:02:55] **QUESTION:** •••• are they upset?

[00:02:57] They're upset because they failed the test.

[00:03:01] Why are they upset?

[00:03:03] They're upset because they failed the test

[00:03:06] Use why to ask for a reason or explanation.

[00:03:09] QUESTION: are you?

[00:03:11] I'm good. How about you?

[00:03:14] How are you?

[00:03:15] I'm good. How about you?

[00:03:17] Use how to ask about a condition, quality, manner and way things are. Question word short forms.

[00:03:25] We also contract, shorten the forms with the question words. And we use the short forms for the same reasons mentioned before when using contractions.

[00:03:35] What's the date? It's Friday the 22nd.

[00:03:37] Who's the owner of the restaurant? I have no idea who it is.

[00:03:41] Where's your friend? Where is my friend? I don't know. She must be late.

[00:03:46] How are you? Still awake? I drank a lot of coffee.

Answers

1. How is the future continuous formed?

a. Subject + will + be + -ing form of verb

2. How is the future continuous different from the future simple?

a. The future simple focuses more on the specific moment a future action will take place. The future continuous focuses more on the length and duration of an action, which can be unspecific.

3. Change the following future simple sentences

into future continuous and describe the change in meaning, sometimes it is not possible because of the main verb.

i. He will turn 40 this month

1. He will be turning 40 this month. In the future simple, though the specific day was not stated, that was the focus. The specific moment the action will happen. In the future continuous, we are more focused on the entire month, a longer period of time.

ii. It will be a great afternoon

1. Cannot be changed!

iii. She will have her kids with her tonight

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iv. I will draw the next episode

1. I will be drawing the next episode.

Again, the main focus is how we focus more on the length of time with the future continuous. The action seems longer and has more of our attention, though it is subtle and not a big difference. Both are correct.

v. The boss will plan what to do

1. The boss will be planning what to do.

A native speaker might choose to use the continuous to emphasize the planning stage and that it takes a long period of time. With the future simple, the action seems simpler and

**quicker to complete. But maybe
“planning” is actually a difficult part
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The future continuous.

[00:00:01] The future continuous is used to talk about events and actions that will be happening in the future! Compared to the future simple the future continuous focuses more on the duration and length of an action in the future. So let's look at how to form the future continuous and understand its meaning a lot better.

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[00:00:22] The future simple is just the subject plus will, plus the infinitive form of the verb.

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[00:00:40] I will be going to the store when you call me.

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[00:00:58] Future continuous vs. Future simple.

[00:01:01] As with all continuous tenses, usually stative verbs, verbs like to know to be and others, cannot be used except in some cases with idiomatic meanings. As well, most verbs related to feel and sense as well as verbs related to quick actions like to start or to stop, are not generally used in the continuous tenses.

[00:01:24] So in the future simple, we can say I will be there later, but we cannot say I will be being there later, that does NOT make sense. But here are some of the examples I just gave you to compare how these tenses are used differently. How they're used in the future simple compared to the Future continuous.

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will happen and continue for a longer duration and can be used with simple tenses to narrate a more complete story.

[00:02:02] Like it will be happening when you leave work. Both of these tenses can be correct, but the meaning changes slightly and changes focus. Are we focusing more on the completion, the end of the action? Or we focusing more on the duration and length of the action?

[00:02:17] She will be looking for you versus she will look for you.

[00:02:21] The main difference is that the continuous gives us the idea that she is spending more time looking than in the future simple. Because the continuous focus is more on the length and duration of an action. It's ongoing and can be affected by other actions. The future simple focuses primarily on the action happening and ending. The difference is subtle and again in most situations both can be correct.

[00:02:44] Making the future continuous negative.

[00:02:46] To make the future continuous negative all we do is add not after will. So it's subject and then will not, and then be, and the ing form of the verb.

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[00:04:13] She will be driving to work when it begins to storm.

[00:04:16] She will be doing one action, when a different one begins. Driving is in the continuous and has more focus on the duration, and even though it begins to rain, she continues to drive. So the rain starts sometime in the future. That's all we know about that. We also know that the driving started before the rain and continues when the rain starts and after it starts. The main focus is that the future continuous action, driving, is longer and continues after the other action starts.

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[00:04:50] Here. We are kind of using the continuous to talk about a complete action in the future. We're talking about the entire game and what the player won't be doing during it. So we can use the future continuous to describe a specific period with a clearer beginning and end. When we do this, it's similar in meaning to going to do something.

[00:05:10] I'll be waiting for your call when I'm on the bus.

[00:05:13] At the moment we're on the bus. And another action is also happening, waiting for a phone call. The future continuous tells us that we are in the middle of doing something, waiting while we are also on the bus. So using the future continuous tense makes that action seem longer and more important at that time. As well, it is ongoing. Has no definite beginning or end.

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 - e. The boss will plan what to do

Answers

1. In your own words, when do we use the future perfect?

a. The future perfect is used to show that one will action will be completed before another action in the future. It's not as commonly used in the US as it is in other parts of the English speaking world. In the US the future simple is often preferred.

2. In your own words, when do we use the future perfect continuous?

a. The future perfect continuous is used to describe an action that will continue up

**until a point in the future, we make this
description as if we were in the future!**

3. Look at the following sentences with the future perfect and future perfect continuous and explain how they are used.

- i. If they hire that new CEO Bob, you will have been working here longer than the person who runs the company!

**1. Bob has not been working at the
company as long as the other person.
So, assuming we are in the future and
Bob is hired as the CEO, the other
person will have more experience
than the CEO. The CEO has not been**

**chosen yet, it might not be Bob. But if
it is, this other employee will have
been working longer than the CEO!**

- ii. Don't worry. I will have finished my
homework before you come over to play
videogames.

**1. Two things are going to happen in the
future. They will happen in this order:
1st) I will finish my homework 2nd)
My friend will come over to play video
games. To combine and organize
these future events into 1 sentence,
we use the future perfect. In
American English, we might just say,**

**“I will finish my homework before
you...”**

- iii. I have lived here since 2010 and it's 2032
right now. So next year I will have been living
here for 23 years!

**1. I assume someone has asked the
person speaking, “How long have
you been living here?” Instead of
saying, “I have been living here since
2010”, they instead describe the
duration by putting themselves in the
future, 1 year in the future. Maybe the
year 2033 is important for some
reason, or maybe the 23rd**

**anniversary of living there is
important. Or maybe, they misheard
the question and are answering about
next year instead of right now. For
whatever reason, after next year, they
will have been living there for 23
years!**

- iv. You won't have understood the joke unless
you read that chapter of the book!

**1. To understand the joke you have to
do something else first. The thing
that needs to be done first is reading
a chapter from the book. So it's
impossible to understand the joke**

**without reading that chapter. Also,
the joke has not been told yet, they
are going to hear the joke in the
future too. Maybe when they have
class again. It sounds like the person
we're talking to hasn't read the
chapter, that's why we say they
“won't have understood the joke”. So
here, it's impossible to understand
the joke in the future if you don't read
the book earlier in the future! But
let's imagine they read the chapter. In
that case, our sentence becomes
“You'll have understood the joke if**

**you read the chapter”. Now we will
understand the joke that is going to
be told later!**

5.5 FUTPERF CONT

Future perfect and future perfect continuous.

[00:00:03] The future perfect is used to show us how one action will happen in the future before another action in the future.

[00:00:10] The future perfect continuous also puts us in the future. But it reviews the duration of an activity from the future.

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[00:02:48] To form the negative. We put not after will, will not. This can be contracted to form won't and in the negative we now have two possible ways to contract. We can contract the subject and will or will and not. For example, I'll not have been there, or I won't have been there.

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[00:03:56] She will already have exercised before her friend gets to the gym. Two things are going to happen. We use the future perfect to show the order of these actions. Plus we can use adverbs like already, to make it really obvious which action was completed before the other action. So does her friend get to the gym first or does she finish exercising first? She finishes first then her friend arrives. In the US. you might hear she will finish before her friend gets to the gym.

[00:04:25] By the time they arrived the show will have finished. Two future events: an arrival and the end of a show. Which happens first in the future? The show finishing happens first. How do we know? Because it's in the future perfect, as well the expression 'by the time' plus an action, means before another action. So before they arrive, the show will finish.

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[00:04:50] The future perfect continuous is similar to the future perfect in how they show relationships of events in the future. The future perfect continuous is a little more complex. With the future perfect continuous, we're putting ourselves in the future and looking back at the duration of the activity.

[00:05:07] The duration we're looking back on, reviewing, can be in the future present or past. I told you the future perfect isn't used much by Americans, but the future perfect continuous is! So you must learn it. Let's start with the structure and then explain in detail with examples.

[00:05:24] First, we need the subject and then will have, plus been and the present participle, the ing form of the verb. And like before, we can contract the subject and will. Here's some examples.

[00:05:36] In May, I will have been studying German for 10 years.

[00:05:40] He'll have been working here for two years after tomorrow.

[00:05:43] She'll have been exercising for 30 minutes after this next set.

[00:05:47] Starting tomorrow, it will have been happening for one month.

[00:05:50] The food will be done in 15 minutes? We'll have been waiting for an hour.

[00:05:54] Your 50th wedding anniversary is next month. Can you believe it? You will have been married for 50 years.

[00:06:00] Wow, when we cross the state border, we'll have been driving for 9 hours already!

[00:06:05] Negative.

[00:06:06] To form the future perfect continuous in the negative. We just add not after will, will not have been. You have two options for contracting in a negative sentence here. You can contract not with will, which becomes won't. Or you can contract the subject with will and leave not by itself, this style really emphasizes the negation.

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[00:07:25] Examples. Let's look at the examples. We've been using for structure to look much deeper into how we use the future perfect continuous.

[00:07:33] In May, I will have been studying German for 10 years.

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[00:08:07] He'll have been working here for two years after tomorrow.

[00:08:10] I have had my current job for almost two years. It will be my two year anniversary at the company tomorrow. So in the present moment, the anniversary is in the future. And we discuss that future moment, my two-year anniversary, by discussing it from a point of time in the future. It also sounds logical that I will continue working at that company. So it will continue, the action of working there tomorrow and probably for many days after.

[00:08:36] She'll have been exercising for 30 minutes after this next set.

[00:08:39] A woman is exercising. At the moment of speaking, she has not been exercising for 30 minutes. Maybe the beginning of this set indicates that she has worked out for 25 minutes so far. When she finishes this set, it will be 30 minutes of working out. At the time of speaking, we're putting ourselves five minutes into the future. And analyzing the action by looking back in time. We don't know if she's finished working out after 30, if she'll work out a different part of her body, or if she'll take a break, or if she'll just stop and go home. We don't have that info.

[00:09:13] Starting tomorrow, it will have been happening for one month.

[00:09:16] Something has been happening. We don't know what it is. But we know it has almost been happening for one month. At the moment of speaking, it has not yet been one month. In fact, we are just short one day of a month, a complete month. So for example, if tomorrow is January 1st, then today is December 31st. So we are projecting ourselves, putting ourselves, one day in the future and analyzing the length of this action. It will happen tomorrow. And I want to explain right now, for how long, by using a future time to make the description.

[00:09:53] If I used a present time to make the description I could say, it has been happening for 31 days, tomorrow will be one month.

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[00:10:36] This couple is going to celebrate their 50th wedding anniversary in one month. At present, the couple has not been married for 50 years. They have been married for 49 years and 11 months. But I put myself in the future to describe the length of their marriage from that point in time.

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[00:10:59] At the moment of speaking, the people driving did not cross the state border. It will be happening in the future. In fact, they might just be planning their trip right now, and looking at how long it will take to get to the state border. Or maybe they are halfway. We don't know! All we know is that in the future, when they cross the state border, they will have driven for nine hours to get there. So they are imagining themselves at the moment of crossing the border, and how much time it would have taken them to get there.

Practice

1. In your own words, when do we use the future perfect?
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 - a. If they hire that new CEO Bob, you will have been working here longer than the person who runs the company!
 - b. Don't worry. I will have finished my homework before you come over to play videogames.

c. I have lived here since 2010 and it's 2032 right now. So next year I will have been living here for 23 years!

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5.5 FUTPERF CONT

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2.3 PRES SIMPLE

The present simple tense! The present simple is maybe the most important tense you'll learn in English, and we use it a lot.

[00:00:07] But before we talk about how or when to use it, it's important that you know how to form it. To do this, we'll use three popular English verbs: to do, to eat, and to travel. Let's get started!

[00:00:18] The infinitive, or base form .To form a verb, we first need to know what its base form, also called the infinitive, is. The infinitive is the verb before it is conjugated, before we change it to agree with the subject. The person doing the action. The base form often has to in front of it: to eat, to travel to do. When you learn a new verb, you want to see what it looks like in its base or infinitive form.

[00:00:46] So, you know how to change it. That is how to conjugate it. Let's look at how to conjugate those verbs I just told you about .

[00:00:53] I do. We do. You do. They do. He does. She does. It does.

[00:01:00] QUESTION: I •••• it really easily.

[00:01:04] I do it very easily.

[00:01:07] QUESTION: She •••• them before work.

[00:01:09] She does them before work.

[00:01:12] QUESTION: He •••• mine for me.

[00:01:15] He does mine for me.

[00:01:19] QUESTION: They •••• most of them.

[00:01:23] They do most of them.

[00:01:25] QUESTION: You •••• a great job.

[00:01:29] You do a great job.

[00:01:30] QUESTION: It •••• seem like a good idea.

[00:01:32] It does seem like a good idea.

[00:01:36] QUESTION: We •••• have to leave early tomorrow.

[00:01:41] We do have to leave early tomorrow.

[00:01:44] I eat. We eat. You eat. They eat. He eats. She eats. It eats.

[00:01:51] I eat a lot. I can't eat right now. He eats dry food only. They eat after 6:00.

[00:01:59] We eat in the kitchen, usually.

[00:02:01] I travel. We travel. You travel. They travel. He travels. She travels. It travels.

[00:02:09] You travel for work often? We travel in summer. They don't travel much. I travel on weekends.

[00:02:16] Conjugation groups!

[00:02:18] The most important thing to remember here is the conjugations, a conjugation is how the verb changes depending on the subject.

[00:02:25] So the conjugation for I is I do. For he it's he does. And there are two conjugation groups here. I/we/you/they do, like, watch, have. So they share the same conjugation in the present simple.

[00:02:41] The other group is he/she/it does, likes, watches, has. For regular verbs in the present tense, we have two rules to follow for when we might need to change the spelling. Verbs that end in S, SH or CH. Verbs in the infinitive that end in S SH or CH, when we conjugate them, they will end in -ES when conjugated with he she and it. Here are some examples. He watches football, from to watch. She wishes she were Taller, from to wish. Time passes very quickly, from to pass. He always finishes early, from to finish.

[00:03:26] Verbs that end in -y. Regular verbs in the infinitive that end in -y will end in IES when conjugated with he she and it. Here are some examples: he tries to call once a day, from the verb to try. She studies in the morning, from the verb to study. It flies very fast, from the verb to fly. The baby cries when hungry, from the verb to cry.

[00:03:53] Now. These are all regular verbs. Later we will look at more irregular verbs that do not follow the rules even more! And those you simply have to memorize, because they don't have rules to follow.

[00:04:05] When to use the present simple.

[00:04:07] First we use the present simple to describe actions that happen all the time, sometimes or never. These are like habits. I play the guitar. She studies English. They work too much. He never watches soccer. Second. We use the present simple to describe things that are generally true. So more of a fact or unchanging. School starts at 7:45.

[00:04:31] They require two forms of ID. People retire in their 60s. Stores closed early on Christmas.

[00:04:39] Adverbs we use with the present simple. The adverbs we use with the present simple help us demonstrate that something either happens frequently, sometimes or never. Some popular adverbs to do this with are: always, often, usually, sometimes and never.

[00:04:56] We most often use the present simple for habits or a lack of a habit. Like I mentioned before. These adverbs give us an idea of how frequently or infrequently the action occurs. Here are some examples. I always arrive to class first. We often play outside if the weather is nice. Usually we do something on the weekend.

[00:05:16] Sometimes we fight but not always. I never eat candy for breakfast. Placement of adverb in present simple. As you can see, the adverb of frequency, which shows us how often something happens, comes before the present simple verb. Follow this rule put the adverb before the verb in the present simple. I'll give you a few more examples now. Also later in this course, we will discuss adverbs a lot more.

[00:05:42] I sometimes watch TV after work. They never call me this early. She usually wears blue. It often rains in Spring. You should always give your grandma a hug.

Answers

1. In your own words, when do we use the future perfect?

a. The future perfect is used to show that one will action will be completed before another action in the future. It's not as commonly used in the US as it is in other parts of the English speaking world. In the US the future simple is often preferred.

2. In your own words, when do we use the future perfect continuous?

a. The future perfect continuous is used to describe an action that will continue up

**until a point in the future, we make this
description as if we were in the future!**

3. Look at the following sentences with the future perfect and future perfect continuous and explain how they are used.

- i. If they hire that new CEO Bob, you will have been working here longer than the person who runs the company!

**1. Bob has not been working at the
company as long as the other person.
So, assuming we are in the future and
Bob is hired as the CEO, the other
person will have more experience
than the CEO. The CEO has not been**

**chosen yet, it might not be Bob. But if
it is, this other employee will have
been working longer than the CEO!**

- ii. Don't worry. I will have finished my
homework before you come over to play
videogames.

**1. Two things are going to happen in the
future. They will happen in this order:
1st) I will finish my homework 2nd)
My friend will come over to play video
games. To combine and organize
these future events into 1 sentence,
we use the future perfect. In
American English, we might just say,**

**“I will finish my homework before
you...”**

- iii. I have lived here since 2010 and it's 2032
right now. So next year I will have been living
here for 23 years!

**1. I assume someone has asked the
person speaking, “How long have
you been living here?” Instead of
saying, “I have been living here since
2010”, they instead describe the
duration by putting themselves in the
future, 1 year in the future. Maybe the
year 2033 is important for some
reason, or maybe the 23rd**

anniversary of living there is important. Or maybe, they misheard the question and are answering about next year instead of right now. For whatever reason, after next year, they will have been living there for 23 years!

- iv. You won't have understood the joke unless you read that chapter of the book!

1. To understand the joke you have to do something else first. The thing that needs to be done first is reading a chapter from the book. So it's impossible to understand the joke

**without reading that chapter. Also,
the joke has not been told yet, they
are going to hear the joke in the
future too. Maybe when they have
class again. It sounds like the person
we're talking to hasn't read the
chapter, that's why we say they
“won't have understood the joke”. So
here, it's impossible to understand
the joke in the future if you don't read
the book earlier in the future! But
let's imagine they read the chapter. In
that case, our sentence becomes
“You'll have understood the joke if**

**you read the chapter”. Now we will
understand the joke that is going to
be told later!**

5.1 FUT CONT

Future plans with the present continuous. Now, you might be thinking that hey, we already looked at the present continuous and we know how to use it! But you can also use the present continuous to talk about the future, so. Let's do that. Alright?

[00:00:14] So we already looked at the present continuous with some examples we looked at like I'm eating right now. He's trying on clothes at the store currently. We're watching a movie at the moment. With these time adverbs now currently and at the moment, it's obvious that were describing things happening now, but we also use the present continuous to talk about the future, especially future plans. Later in this section we're going to learn how to use will. And will is usually for plans farther in the future while the present continuous is generally for plans that are closer to the present. Just like now currently and at the moment tell us that something is happening now, we use the present continuous with adverbs related to the future to let us know that we're talking about the future or future plans.

[00:00:59] I'm eating at the new seafood restaurant tomorrow.

[00:01:02] Here tomorrow tells us that we're not doing this activity now. We're planning to do it later.

[00:01:06] He's traveling to Spain next year.

[00:01:09] He's not traveling to Spain right now. He's traveling to Spain next year. It's his plan for the next summer maybe.

[00:01:15] What are you doing tonight?

[00:01:16] If I just ask what are you doing? It would sound like I was asking about this very moment, but I asked about tonight. So I'm asking about your plans tonight, what you're doing later. Not now.

[00:01:28] Are you going to class today?

[00:01:29] Let's say we're in college class hasn't started yet and it's optional to go. So I'm texting you and asking if you plan to go to class, because if you aren't going to class today, then maybe I'm not either.

[00:01:42] So we use the present continuous when talking about the future. For plans and Arrangements. In some languages like in French and Spanish, you can use the present simple to do this, not in English! We never use the present simple to talk about future plans. If you use the present simple to talk about the future it will sound strange. So don't do it!

[00:02:01] Timetables and programmes

[00:02:03] For things that have a set schedule that doesn't change. We use the present simple. Like a bus schedule or when a movie starts or finishes or when a TV show is on each day of the week. These are closer to being habits, which is when we use the present simple. So if you're describing the bus schedule to a friend we say the bus comes at noon. This is not actually talking about the future. It's talking about something that happens every day. It always comes at noon. It's a schedule that doesn't change.

[00:02:31] Now. If you change your meaning and situation, you can also say the bus is leaving at noon, but now it sounds like you're currently running to the bus you have no idea about its regular schedule. And only know that it is leaving at this moment, and you are planning to get on at this time.

[00:02:49] The same if you go to the cinema to watch a movie we say the movie starts at nine. I'm not expressing an idea about the future. I'm describing how every day. While the movie is playing at this cinema. It is shown at 9 p.m. That is the programme. And just like with a bus example, if we change our meaning we can say the movie is playing at nine, but now we're not talking about his daily schedule. We are talking about what is going to happen later today. One specific moment in the future that we are planning for.

[00:03:20] Same with TV shows on TV. That's the TV programming, and it is fixed and constant. So maybe my favorite show airs or is on TV Mondays at five o'clock in the evening. I use the present simple because that time doesn't change. It's the TV programming schedule, but maybe it's regularly scheduled programming is interrupted by a football.

[00:03:46] So to describe this one specific change a change I'm planning for I can use the future if I want.

[00:03:53] So: "no today it's airing at 7 p.m. Instead of 5 p.m. Because of the game. This is now describing a future plan. One specific moment and not a regular program or schedule. And so, you know a show or series airs on TV, meaning it is on TV.

6.1 ACTIVE

The passive.

[00:00:01] First the passive isn't actually a tense. It's what we call a voice, but we can still think of it as a tense just to make it a little easier to learn. The main thing that the passive voice does is turn the object of a sentence into the subject.

[00:00:16] This is especially common when reporting information, especially on news shows or when watching the news late at night. While the active voice is much more common and preferred compared to the passive voice, we still do use it a fair amount in English. Especially compared to other languages.

[00:00:32] But before we go much deeper into the use of the passive, we're going to convert some sentences from active to passive. Then we will focus on how to use the passive in the present and past.

[00:00:43] The children wash their dirty clothes.

[00:00:45] This is an active sentence because we have the subject, the children, doing something. Our focus is still on the subject and the action that they are taking.

[00:00:55] The dirty clothes are washed by the children.

[00:00:58] This is now the present passive. The subject of the sentence is now actually the dirty clothes, and that's where our attention is too. We use by to show that the children did this action. So the clothes are the new subject in this sentence.

[00:01:14] He crashed his car.

[00:01:16] This is an active sentence, the subject he did something. What did he do? He crashed his car.

[00:01:23] His car was crashed.

[00:01:25] Now we're less concerned with the person who crashed. In fact in this sentence, we remove the original subject completely. The main focus is now the car. Which is also our subject in the passive, and we forget about the man who crashed the car in the active example. This is why news shows often do this. Because people care more about what happened and not who did it.

[00:01:49] Using the passive in the present simple.

[00:01:51] We form the present simple passive with the subject and then to be conjugated in the present, followed by the past participle. So the past participle replaces our active verb.

[00:02:04] I'm going to give you some sentences now, first in the passive and then in the active.

[00:02:08] I'm angered by this news.

[00:02:13] This news angers me.

[00:02:15] He's called Tim by his friends.

[00:02:19] His friends call him Tim.

[00:02:20] She's reported by the store clerk.

[00:02:25] The store clerk reports her.

[00:02:27] It is made with milk.

[00:02:30] We make it with milk.

[00:02:32] We're asked for in the office.

[00:02:36] The students asked for us.

[00:02:38] They're angered.

[00:02:41] He angers them.

[00:02:43] You are never invited.

[00:02:46] They never invite you.

[00:02:48] Passive negative in the present simple.

[00:02:50] The negation is pretty simple. We just add not after the verb to be.

[00:02:55] I'm not angered by this news.

[00:02:57] He's not called Tim by his friends.

[00:03:00] She's not reported, and so on.

[00:03:02] Present passive questions.

[00:03:04] To ask a question with the passive. We use inversion. So the subject and conjugated to be change places.

[00:03:12] Am I angered by this news?

[00:03:13] Is he called Tim by his friends?

[00:03:15] Is she reported? And so on.

[00:03:17] Passive in the past simple.

[00:03:20] The only thing that changes here is how we conjugate to be, because now it's in the past. So let's change our present simple examples into the past simple. Pause the video and do this now before I show you the answers!

[00:03:35] I was angered by this news.

[00:03:37] This news angered me.

[00:03:39] He was called Tim by his friends.

[00:03:41] His friends called him Tim.

[00:03:43] She was reported by the store clerk.

[00:03:45] The store clerk reported her.

[00:03:47] It was made with milk.

[00:03:49] We made it with milk.

[00:03:51] We were asked for in the office.

[00:03:53] The students asked for us.

[00:03:55] They were angered.

[00:03:56] You were never invited.

[00:03:58] They never invited you.

[00:04:00] Making it negative.

[00:04:01] Negation is the same in the past, just put not after our conjugated to be verb.

[00:04:06] I was not angered by this news.

[00:04:09] He was not called Tim by his friends.

[00:04:11] She was not reported, and so on.

[00:04:13] Asking questions in the past.

[00:04:15] And again, to ask questions we use inversion. So flip the subject and the to be verb.

[00:04:21] Was I angered by this news?

[00:04:23] Was he called Tim by his friends?

[00:04:25] Was she reported? And so on.

[00:04:28] Using by in the passive.

[00:04:30] In the passive, we often use by to show who performed an action, who or what did something.

[00:04:36] I was raised by my mother.

[00:04:38] The iPhone was created by Apple.

[00:04:40] This desk was made by Ikea.

[00:04:42] We were helped by a nice worker.

[00:04:45] Should you use the passive?

[00:04:47] There are a few situations when the passive voice is preferred. 1: when the actor is unknown.

[00:04:53] If you don't know who did something it will sound better to use the passive voice, since we don't focus on who did something in the passive.

[00:05:01] They're beautiful, but we still don't know who the paintings were made by.

[00:05:05] 2: we don't care about who is doing it. We just care about what is being done.

[00:05:10] A large number of windmills were constructed outside of the city last week.

[00:05:14] 3: You want to focus on the object not the actor.

[00:05:18] The first personal computer was created in 1974..

[00:05:21] 4: Reports, especially scientific reports tend to be in the passive to remain objective and scientific.

[00:05:28] The result was observed in nine out of ten cases.

[00:05:32] When to avoid the passive!

[00:05:35] Avoid the passive when you need to use direct and brief language. The passive voice is regarded as being wordy and a bit formal or stuffy. That's why we often associate it with news and reports.

[00:05:48] Finally: It's purposefully vague. We generally want to focus on who did something in the active voice and not the something that someone did. Like in the passive, so in essays or when talking, you want to use the active and not the passive voice to be engaging and clear.

Practice

(there are many possible answers here, just try writing the responses in your own words so they make more sense)

1. How is the present passive formed? Give at least one example.

a. Turn your example into a question and put it in the negative

i. If you need help, I will write an example in the Answers section. As well, there are many examples from the lecture

2. What is the use of “by” discussed in the lecture?

a. Write an example

3. How is the past passive formed? Give at least one example.

a. Turn your example into a question and put it in
the negative

4. When do we want to use the passive?

5. When is it better to avoid the passive?

Answers

1. How is the present simple passive formed? Give at least one example.

a. Subject + “to be” in present simple + past participle

i. “I am asked about that everyday”

a. Turn your example into a question and put it in the negative

i. Am I asked about that everyday?

ii. I am not asked about that everyday

6. What is the use of “by” discussed in the lecture? By shows us who an action was done or performed by, it shows us who the actor is

a. Write an example

i. The paper was written by Greg

7. How is the past simple passive formed? Give at least one example.

**i. Subject + “to be” in the past simple +
past participle**

1. I was given the answers

b. Turn your example into a question and put it in the negative

i. Was I given the answers?

ii. I was not given the answers

8. When do we want to use the passive?

**a. Don't know who did the action, don't want to
focus on who did the action but rather what**

**was done, when reporting information
(scientific information and the news)**

When is it better to avoid the passive?

When you need to use strong, direct language.

Also when you need to write concisely (briefly)

**without being indirect. Do not use the passive if you
need to be direct**

6.2 MORE PASS

Using the passive in other tenses.

[00:00:02] From the last lecture, you now understand when we want to use the passive and when we don't want to use the passive voice! I explained all of that using the present simple and the past simple, but we can use the passive in other tenses.

[00:00:14] So let's look at the other tenses where the passive can commonly be used.

[00:00:18] The perfect.

[00:00:19] If you want to express a present perfect meaning in the passive. It's pretty easy. If you don't know the main uses of the present perfect already, or how we often ignore them in the US, then go back to that section. Let's look at how to make the present perfect passive, and then we'll do a few examples together.

[00:00:35] For the present perfect, we first put the subject followed by has been or have been. And then the past participle: has for he she it, have for I we you they.

[00:00:48] It has been answered already.

[00:00:50] We have been helped.

[00:00:51] Now you turn the present perfect into the present perfect passive and I'll tell you if you were right. So pause the video when you hear the sound and then press play.

[00:01:00] He's just given me the news.

[00:01:05] The news has just been given me.

[00:01:07] Probably tricked you here with news. News is uncountable. Go to the article section to learn more about that. We can also say by him to express who gave us the news.

[00:01:18] We have finished the house.

[00:01:22] The house has been finished. And if you want to say by us, the house has been finished by us.

[00:01:29] I've delivered the package.

[00:01:32] The package has been delivered. If you want to include the actor, we can say the package has been delivered by me.

[00:01:39] Questions.

[00:01:40] We invert the subject and has or have to make a question here. That means we flip the order. Let's turn our previous examples into questions.

[00:01:49] The news has just been given to me.

[00:01:51] Has the news just been given to me?

[00:01:55] We have finished the house.

[00:01:59] Have we finished the house?

[00:02:00] I've delivered the package.

[00:02:04] Have I delivered the package?

[00:02:06] The house has been finished.

[00:02:07] Has the house been finished?

[00:02:12] The package has been delivered.

[00:02:13] Has the package been delivered?

[00:02:17] Negative.

[00:02:18] It's easy to make the passive perfect negative. We just add not after have or has. So now change these two sentences into the passive negative.

[00:02:28] The news has just been given to me.

[00:02:32] The news hasn't just been given to me.

[00:02:35] The house has been finished.

[00:02:39] The house has not been finished.

[00:02:41] Continuous.

[00:02:42] You're doing great. Now, let's shift our focus to the passive voice in The continuous, first how to form it.

[00:02:48] The subject, plus is or are, followed by being, plus the past participle.

[00:02:55] I am being asked.

[00:02:56] He is being taken.

[00:02:58] She is being taken.

[00:03:00] He is being taken.

[00:03:01] We are being driven.

[00:03:03] You are being driven.

[00:03:04] They are being driven.

[00:03:06] We're now ready to do some examples, change the following sentences into the passive.

[00:03:11] The workers are constructing the bridge.

[00:03:16] The bridge is being constructed. Remember the subject changes. So, so does the conjugation of to be. The passive needs to agree with the new subject.

[00:03:26] The police officer is bringing us to jail.

[00:03:31] We are being brought to jail.

[00:03:33] The doctor is mistreating her.

[00:03:37] She is being mistreated.

[00:03:39] Questions.

[00:03:40] I hope you remember what to do when asking questions in the continuous. We use inversion again, so am is or are comes first, and then the subject followed by being and the past participle. Let's change our last examples into questions.

[00:03:55] The bridge is being constructed.

[00:03:57] Is the bridge being constructed?

[00:04:01] We are being brought to jail.

[00:04:05] Are we being brought to jail?

[00:04:06] She is being mistreated.

[00:04:08] Is she being mistreated?

[00:04:12] And finally in the negative, we just need to add not after am is or are, followed by being and the past participle. Let's change our original examples again, this time into the negative.

[00:04:25] The bridge is being constructed.

[00:04:30] The bridge isn't or is not being constructed.

[00:04:33] We are being brought to jail.

[00:04:37] We are not or we aren't being brought to jail.

[00:04:40] She is being mistreated.

[00:04:44] She isn't or she is not being mistreated.

[00:04:47] Will.

[00:04:48] And finally we have the simple future passive with will. The meaning does not change at all regarding the passive, but the time were referring to does. So, let's look at how to form it.

[00:04:58] I will. I will be or I'll be.

[00:05:01] He will be or he'll be.

[00:05:03] She will be or she'll be.

[00:05:06] It will be or it'll be.

[00:05:08] We will be or we'll be.

[00:05:10] You will be or you'll be.

[00:05:13] They will be or they'll be.

[00:05:15] So that is the subject will plus be and then the past participle.

[00:05:19] So, it'll be decided later.

[00:05:21] We'll be asked some questions.

[00:05:23] You'll be seen shortly.

[00:05:25] They will be chosen soon.

[00:05:26] He'll be taken there.

[00:05:28] She'll be spoken with.

[00:05:29] I'll be picked up.

[00:05:31] Let's do questions now.

[00:05:33] I think you know this, but I'm going to tell you again, to form a question here, we use inversion. So we invert or change the modal verb will and our subject. So here are the same examples that I just gave you.

[00:05:45] Will I be picked up?

[00:05:47] Will he be taken there?

[00:05:48] Will she be spoken with?

[00:05:49] Will it be decided later?

[00:05:51] Will we be asked some questions?

[00:05:53] Will you be seen shortly?

[00:05:54] Will they be chosen soon?

[00:05:56] Negative.

[00:05:57] And last but not least, the negative. And all we do is put not after will, and we have our simple future passive in the negative. So our same examples from before, but now in the passive are:

[00:06:09] I will not or I won't be picked up.

[00:06:12] He will not or he won't be taken there.

[00:06:14] She will not or she won't be spoken with.

[00:06:17] It will not or it won't be decided later.

[00:06:20] We will not or we won't be asked some questions.

[00:06:23] You will not or you won't be seen shortly.

[00:06:27] And, they will not or they won't be chosen soon.

Practice

1. Put the original sentence into the continuous, perfect and future simple passive (positive, negative and question)

question)

a. It was done

b. It is made by a big company

c. They were asked privately

d. They were asked

e. I was chosen

f. It is made with nuts

g. We are considered smart

h. They were lost

Answers

1. Put the original sentence into the continuous, perfect and future simple passive (positive, negative and question)

i. It was done

i. It is (not) being done

1. Is it being done?

ii. It has (not) been done

1. Has it been done?

iii. It will (not) be done

1. Will it be done?

j. It is made by a big company

i. It is (not) being made by a big company

1. Is it being made by ...?

ii. It has (not) been made by a big company

1. Has it been made by ...?

iii. It will (not) be made by a big company

1. Will it be made by?

k. They were asked privately

i. They are (not) being asked privately

1. Are they being asked privately?

ii. They have (not) been asked privately

1. Have they been asked privately?

iii. They will (not) be asked privately

1. Will they be asked privately?

l. I was chosen

i. I am (not) being chosen

1. Am I being chosen?

ii. I have (not) been chosen

1. Have I been chosen?

iii. I will (not) be chosen

1. Will I be chosen?

m. It is made with nuts

i. It is (not) being made with nuts

1. Is it being made with nuts?

ii. It has (not) been made with nuts

1. Has it been made with nuts?

iii. It will (not) be made with nuts

1. Will it be made with nuts?

Practice

(there are many possible answers here, just try writing the responses in your own words so they make more sense)

1. How is the present passive formed? Give at least one example.

a. Turn your example into a question and put it in the negative

i. If you need help, I will write an example in the Answers section. As well, there are many examples from the lecture

2. What is the use of “by” discussed in the lecture?

a. Write an example

3. How is the past passive formed? Give at least one example.

a. Turn your example into a question and put it in
the negative

4. When do we want to use the passive?

5. When is it better to avoid the passive?

Answers

1. How is the present simple passive formed? Give at least one example.

a. Subject + “to be” in present simple + past participle

i. “I am asked about that everyday”

a. Turn your example into a question and put it in the negative

i. Am I asked about that everyday?

ii. I am not asked about that everyday

6. What is the use of “by” discussed in the lecture? By shows us who an action was done or performed by, it shows us who the actor is

a. Write an example

i. The paper was written by Greg

7. How is the past simple passive formed? Give at least one example.

**i. Subject + “to be” in the past simple +
past participle**

1. I was given the answers

b. Turn your example into a question and put it in the negative

i. Was I given the answers?

ii. I was not given the answers

8. When do we want to use the passive?

**a. Don't know who did the action, don't want to
focus on who did the action but rather what**

**was done, when reporting information
(scientific information and the news)**

When is it better to avoid the passive?

When you need to use strong, direct language.

Also when you need to write concisely (briefly)

**without being indirect. Do not use the passive if you
need to be direct**

Practice

1. Put the following sentences into the simple past

positive, negative, and question form

- a. There is a house there
- b. There are people at the party
- c. There are some reasons
- d. There is something in the road
- e. There is a concert we should go to

2. Put the following sentences into the simple future

positive, negative, and question form

- a. There is a house there
- b. There are people at the party
- c. There are some reasons
- d. There is something in the road

e. There is a concert we should go to

3. Put the following sentences into the simple future

positive, negative, and question form

a. There is a house there

b. There are people at the party

c. There are some reasons

d. There is something in the road

e. There is a concert we should go to

4. What again are the 5 uses of there? (answer is at the end of the last lecture)

Answers

1. Put the following sentences into the simple past

positive, negative, and question form

a. There is a house there

i. **There was a house**

ii. **There wasn't a house**

iii. **Was there a house?**

b. There are people at the party

i. **There were people at the party**

ii. **There weren't people ...**

iii. **Were there people...?**

c. There are some reasons

i. **There were some reasons**

ii. **There weren't any reasons**

iii. Were there any reasons?

d. There is something in the road

i. There was something ...

ii. There wasn't anything

iii. Was there anything?...

e. There is a concert we should go to

i. There was a concert ...

ii. There wasn't a concert ...

iii. Was there a concert...

2. Put the following sentences into the simple future

positive, negative, and question form

f. There is a house there

i. There will be a house there

ii. There won't be a house there

iii. Will there be a house there?

b. There are people at the party

i. There will be people at the party

ii. There won't be people ...

iii. Will there be ...

c. There are some reasons

i. There will be some reasons?

ii. There won't be any reasons?

iii. Will there be any reasons?

d. There is something in the road

i. There will be something ...

ii. There won't be anything ...

iii. Will there be anything?

e. There is a concert we should go to

- i. There will be a ...**
- ii. There won't be a ...**
- iii. Will there be a ...?**

3. Put the following sentences into the present perfect positive, negative, and question form

k. There is a house there

- i. There has been a ...**
- ii. There hasn't been a ...**
- iii. Has there been a**

b. There are people at the party

- i. There have been people at ...**
- ii. There haven't been people at...**
- iii. Have there been people at ...**

c. There are some reasons

- i. **There have been some reasons**
- ii. **There haven't been any reasons**
- iii. **Have there been any reasons?**

d. There is something in the road

- i. **There has been something...**
- ii. **There hasn't been anything ...**
- iii. **Has there been anything ...?**

4. What again are the 5 uses of there? (answer is at the end of the last lecture)

1: Introduce a new topic or event

There's a new restaurant I want to try

2: Used with numbers and quantities

There is barely any snow today!

3: To say where something is

There are staples on the desk

4: With an expression of quantity and the “to infinitive”

Is there someone to do it?

5: With an expression of quantity and an -ing verb

There are movies discussing that

7.2 THERE TENSES

Using there in different tenses.

[00:00:02] This lecture is only focusing on how to form there in the past simple, present perfect and the future simple.

[00:00:08] So if you need to understand how to use there, the uses for it, go to the previous lecture. And if you have trouble forming any of these tenses, then go to those sections of the course!

[00:00:19] There in the past simple positive.

[00:00:21] We say there was for singular and there were for plural.

[00:00:26] Let's take a look at some examples.

[00:00:27] There was a boat by the shore.

[00:00:29] There were some boys playing basketball.

[00:00:31] There was a guy asking for directions.

[00:00:33] There were some ladies who asked to try it.

[00:00:36] There with past simple questions.

[00:00:38] To form a question here, we need to invert. So was or were goes in front and there comes after.

[00:00:45] Was there a boat by the shore?

[00:00:47] Were there some boys playing basketball?

[00:00:49] Was there a guy asking for directions?

[00:00:51] Were there some ladies who asked to try it?

[00:00:53] There with the past simple negative.

[00:00:56] To form the negative. All we do is add not after was or were.

[00:01:00] There wasn't a boat by the shore.

[00:01:03] There weren't any boys playing basketball.

[00:01:05] There wasn't a guy asking for directions.

[00:01:07] There weren't any ladies who asked to try it.

[00:01:10] There with the present perfect positive.

[00:01:12] The present perfect is pretty easy. We just say there has been and the past participle for the singular. And we say there have been and the past participle for the plural.

[00:01:24] There has been nothing good to watch this week.

[00:01:27] There have been some people looking around.

[00:01:29] There have been a few offers.

[00:01:31] There has been an accident on the highway.

[00:01:34] There has been a change in weather.

[00:01:36] There with present perfect questions.

[00:01:39] To ask a question. All we need to do is change the order of have or has and there. The rest stays the same.

[00:01:45] Has there been anything good to watch this week?

[00:01:47] Have there been any people looking around?

[00:01:49] Have there been a few offers?

[00:01:51] Has there been an accident on the highway?

[00:01:53] Has there been a change in weather?

[00:01:55] There with present perfect negative.

[00:01:57] Forming the negative is a cinch! Meaning it's easy. All we do is add not after have or has or we can contract them to form haven't or hasn't.

[00:02:07] There hasn't been anything good to watch.

[00:02:10] There haven't been any people looking around.

[00:02:12] There haven't been any offers.

[00:02:14] There hasn't been an accident on the highway.

[00:02:17] There hasn't been a change in weather.

[00:02:19] Using there with future simple positive.

[00:02:21] The future simple is easiest because it only has one form, so we don't change it for the plural or singular, though we can use it for both. All we say is there will be.

[00:02:31] There will be many opportunities.

[00:02:33] There will be a thunderstorm tonight.

[00:02:35] There will be a new coach.

[00:02:37] There will be a new building here.

[00:02:38] There will be a few people at my house tonight.

[00:02:41] Contractions.

[00:02:42] In spoken English. We often contract their will into there'll.

[00:02:46] There'll.

[00:02:47] As with all contractions, this is more informal and much more common in colloquial spoken English and informal writings.

[00:02:54] There'll. There'll be many opportunities

[00:02:57] There'll. There will be a thunderstorm tonight.

[00:03:00] There'll. There will be a new coach.

[00:03:03] There'll. Their will be a new building here.

[00:03:05] There'll. There will be a few people at my house.

[00:03:08] Using there with future simple questions.

[00:03:11] Questions are a breeze, meaning easy. All we do is put will at the beginning and follow it with there be.

[00:03:19] Will there be ...?

[00:03:21] Will there be many opportunities?

[00:03:23] Will there be a thunderstorm tonight?

[00:03:25] Will there be a new coach?

[00:03:27] Will there be a new building here?

[00:03:29] Will there be a few people at my house?

[00:03:32] There with future simple negative.

[00:03:34] To make the negative we add not after will or we can combine will not to form won't.

[00:03:40] There won't be many opportunities.

[00:03:42] There won't be a thunderstorm tonight.

[00:03:44] There won't be a new coach.

[00:03:45] There won't be a new building here.

[00:03:48] There won't be a few people at my house tonight.

Practice

1. Write two sentences using “it” related to time
2. Write two sentences using “it” related to dates
3. Write two sentences using “it” related to distance
4. Write two sentences using “it” related to opinion
5. Write two sentences using “it” related to introducing yourself on the phone or in a text
6. Write two sentences using “it” related to someone arriving at your door, or being unseen
7. Write two sentences using “it” related to noticing someone for the first time, drawing attention to them

Answers

(there are a lot of possible examples here, I will write my own examples to help you understand)

1. Write two sentences using “it” related to time

a. It’s too early to eat anything

b. Wow, it’s already noon

2. Write two sentences using “it” related to dates

a. It’s Monday, so I’m too busy

**b. It’s March, I don’t know if the weather is good
for doing that this time of year**

3. Write two sentences using “it” related to distance

a. It’s too far, I don’t want to walk

b. It’s pretty close

4. Write two sentences using “it” related to opinion

a. It's a great day to go to the park

b. It's a wonderful song!

5. Write two sentences using "it" related to introducing yourself on the phone or in a text

a. Hey! It's Kallan. Can you talk right now?

b. Hi, it's Kallan. John gave me your number

6. Write two sentences using "it" related to someone arriving at your door, or being unseen

a. I heard someone at the door. Who is it?

b. What was that sound? Who is it!?

7. Write two sentences using "it" related to noticing someone for the first time, drawing attention to them

a. Hey! It's my friend Jason

b. Look quick! It's an eagle!

PRACTICE

1. There are two main reasons we use the present simple. If you need to, rewatch the lecture to find out why and then explain the reasons in your own words so that it makes sense to you (put your answer in the Q&A section if you want to get it corrected)

2. Conjugate the following verbs with “he/she/it”.

Remember, there is a specific rule to follow when the base form of the verb ends in -s/-sh/-ch or -y.

a. He _____ (to wish)

b. We _____ (to watch)

c. I _____ (to study)

d. She _____ (to study)

e. It _____ (to watch)

f. He _____ (to fly)

3. Put the adverb in the right place

a. Adverb list: Often, never, sometimes

i. I play football

ii. She watches TV

iii. They cook dinner

iv. We visit our family

ANSWERS

1. There are two main reasons we use the present simple. If you need to, rewatch the lecture to find out why and then explain the reasons in your own words so that it makes sense to you (put your answer in the Q&A section if you want to get it corrected)

a. My example: 1) for general facts 2) for things that are like habits

2. Conjugate the following verbs with “he/she/it”.

Remember, there is a specific rule to follow when the base form of the verb ends in -s/-sh/-ch or -y.

b. He **wishes** (to wish)

c. We **watch** (to watch)

d. I **study** (to study)

e. She **studies** (to study)

f. It **watches** (to watch)

g. He **flies** (to fly)

3. Put the adverb in the right place

h. Adverb list: *Often, never, sometimes*

i. I (**often/never/sometimes**) play football

ii. She (**often/never/sometimes**) watches TV

iii. They (**often/never/sometimes**) cook dinner

iv. We (**often/never/sometimes**) visit our family

7.3 IT

How to use it.

[00:00:02] It is ubiquitous, meaning it's everywhere in English!

[00:00:06] But you still need to learn how to use it. Let's look at the most popular and important uses and rules for it, so that you can fix any mistakes that you're making in your English grammar, and easily sound more fluent by the end of this lecture!

[00:00:19] Using it with time.

[00:00:21] One of the most common questions in English you will ever hear is,

[00:00:25] "What time is it?"

[00:00:26] And you respond by saying

[00:00:27] it is...

[00:00:28] Or more commonly., "It's.."

[00:00:31] What time is it?

[00:00:32] It's 9:00 a.m.

[00:00:33] It's noon.

[00:00:34] It's 10:30.

[00:00:35] It's early.

[00:00:36] It's time for you to get a watch.

[00:00:38] We just say it's and the time you want to describe. And if you want to refer to a past or future moment, use a different tense!

[00:00:45] It was ten o'clock more than an hour ago.

[00:00:48] It was late before now. It's really late.

[00:00:50] No, it's time to leave now. It will be too late later.

[00:00:54] Using it with dates.

[00:00:56] We use it in a very similar fashion, very similar way, when describing dates. And we have another very common question. You will hear,

[00:01:03] "What day is it?"

[00:01:04] So, how do you respond?

[00:01:06] It's Sunday.

[00:01:07] It's January 1st.

[00:01:08] It's 1992.

[00:01:10] It's our anniversary next month.

[00:01:12] It's time to buy a calendar.

[00:01:14] We use it's plus whatever day month year or whatever time reference you want to talk about! And again, change the tense depending on when the thing happened, or is going to happen.

[00:01:25] It was Sunday yesterday. Today is Monday.

[00:01:28] It was in 1992 that it happened.

[00:01:30] It was just our anniversary last week.

[00:01:33] It will be my birthday tomorrow.

[00:01:35] Using it to talk about the weather.

[00:01:37] We use it when describing weather. What's happening now, how it is outside, how it feels or looks.

[00:01:44] It's a rainy day.

[00:01:45] It's a nice day outside.

[00:01:47] It's sunny today.

[00:01:49] Is it sunny?

[00:01:49] It's going to snow 3 inches.

[00:01:52] Is it going to snow?

[00:01:53] It's cloudy.

[00:01:54] Does it snow in Florida?

[00:01:56] Using it to describe distance.

[00:01:58] We also use it when describing the distance between two things or between two locations. Often when doing this we use far to mean something is not close. To describe or ask about something being near you, we can use close.

[00:02:14] How far is the beach?

[00:02:15] It's close. It's only two miles from here.

[00:02:17] Are you sure you want to walk? It's five miles to get to the store.

[00:02:21] That's not too far is it? It's a nice day to walk and it's not too far from here.

[00:02:26] Using it to give your opinion about a place or thing.

[00:02:30] We use it a lot when giving our opinion about a place, a thing or the weather.

[00:02:36] It's good that you came home early.

[00:02:37] It's a really nice day today.

[00:02:39] It's a beautiful dress.

[00:02:41] It's too warm upstairs.

[00:02:43] It'll only get worse.

[00:02:45] Using it to describe an opinion followed by the to-infinitive.

[00:02:49] Same rule as before about giving advice or an opinion. But now we follow that with a verb in the infinitive.

[00:02:56] It's good TO SEE you.

[00:02:57] It's a great dress TO WEAR tonight.

[00:02:59] It's a really nice day TO GO for a walk.

[00:03:02] It's amazing that he asked TO DO it.

[00:03:04] Using it with an opinion followed by the -ing form of a verb.

[00:03:08] And the exact same thing here, except now followed by an -ing verb instead of the to-infinitive.

[00:03:15] It's easy pretending to know.

[00:03:17] It's hard walkING in the snow.

[00:03:19] It's complicated talkING about this.

[00:03:21] It's great speakING to you.

[00:03:23] It's odd hearING it from him.

[00:03:25] Using it to talk about people.

[00:03:27] And finally we use it when talking to and about people. Here are a few important uses to help you understand.

[00:03:34] Using it to introduce yourself on the phone and in a text.

[00:03:38] Whenever you call someone on the phone the person answering your call will say something like hello?

[00:03:43] You will say "it's" and then your name. "For example for me. I'll say it's Kallan" or hey, "it's Kallan".

[00:03:50] Hello?

[00:03:50] Hi, it's Kallan. I'm calling to see what you're doing tonight.

[00:03:54] Hello? Hey, it's Mark. I'm calling for Lisa.

[00:03:56] And if someone asks who you're talking to on the phone, if they ask something like who is it? Just respond:

[00:04:03] It's... And then the person's name.

[00:04:05] Hey, who's on the phone?

[00:04:06] It's Kallan. He needs directions.

[00:04:08] Who is it? It's my mom. She's not feeling well.

[00:04:11] Using it with texting.

[00:04:13] We do the same thing with a text or messaging online. So maybe you got someone's phone number at a party. The next day you will text them for the very first time. So when introducing yourself, you will say "It's.." and then your name. Do not say "I am Kallan" or I'm Kallan.

[00:04:30] This sounds extremely strange! That is not how we introduce ourselves in texts or on the phone or on some type of social media app. That's only when you are in person introducing yourself!

[00:04:43] So if you're texting, using a social media app or online, say IT'S!

[00:04:47] Like it's Kallan. And I only say this once because it's for introducing yourself the very first time, after that they know who you are.

[00:04:56] Hey, it's Kallan. We met at the party.

[00:04:58] Oh, hey Kallan. Did you have a good time?

[00:05:00] Hi, I'm texting to see if you're free tomorrow. Oh, it's Sam by the way.

[00:05:04] Hey Sam. Yeah, I'm free tomorrow.

[00:05:06] Using it when arriving and an unseen person.

[00:05:09] When someone arrives at your house, we can't see them, but we can hear them knocking on the door, ringing the doorbell or know they are there somehow. Because we don't know who it is and can't see them.

[00:05:20] We will ask. Who is it? We use this in any other situation where we know someone is present, but can't see or identify them.

[00:05:29] Like maybe you're at home here are noise, but don't know who it is, who might be making that noise.

[00:05:35] Who is it?

[00:05:36] It's your dad open the door. We need to talk.

[00:05:39] What was that sound? Who is it? Who's there?

[00:05:42] Hey, it's me. I came home early from work.

[00:05:44] Using it when noticing someone or something for the first time.

[00:05:48] When you see someone and this is your first time noticing them or want to make sure someone else notices them. We use it. We can also do this for things and animals. This is to point them out. To draw attention to them. And when we do this, it's either our first time noticing them, or we assume the other person hasn't noticed them yet.

[00:06:10] Hey look down the street. It's my brother.

[00:06:12] Oh, you're right. I thought he was out of town this weekend. Let's say hi.

[00:06:16] Wow. It's the Queen of England. Look.

[00:06:18] Wow, it is! That's amazing.

[00:06:20] Who is that? Is it your dad?

[00:06:22] Yeah, it's my dad. I already talked to him.

[00:06:24] What's making that noise? Oh, it's a rabbit!

[00:06:27] To summarize.

[00:06:28] In a lot of these examples, it doesn't really mean anything. Like there, it often functions as a dummy or empty subject. Meaning we need it just so the sentence sounds right, and has the correct grammar. Though it lacks any real meaning.

7.1 THERE IS ARE

There is and there are.

[00:00:02] In English, we always need a subject. Okay, except in a few cases like when we use the imperative for commands. Anyways there and it can function as subjects. They're actually functioning as dummy subjects. Meaning that they are fulfilling grammatical requirements that we have in English, without having any real meaning.

[00:00:23] Let's start by looking at there and it in the present simple, and then look more closely at its rules and uses at the end of this lecture.

[00:00:30] Singular positive.

[00:00:32] In a positive sentence we say there is, or contracted or meaning shortened, there's. The rules of Contracting or shortening are the same as always. In spoken English we almost always contract unless we want to add emphasis. As well sometimes in formal writing and speaking situations, we don't use contractions either.

[00:00:52] There is a dog in front of the house. There's a dog in front of the house.

[00:00:56] There is a person in that car. There's a person in that car.

[00:00:59] There is something I want to discuss. There's something I want to discuss.

[00:01:03] Singular questions.

[00:01:04] For there in a question, we use inversion. Meaning we change the order of there and is, to become is there?

[00:01:12] Is there a dog in front of the house?

[00:01:15] Is there a person in that car?

[00:01:17] Is there something I want to discuss?

[00:01:19] Singular negative.

[00:01:21] Forming the negative is pretty easy.

[00:01:23] We just put not after is. But this results in two possible contractions. There isn't and there's not. They both mean the exact same thing. So use either, or use the long form there is not if you prefer.

[00:01:38] There is not or there isn't or there's not a dog in front of the house.

[00:01:44] There isn't or there's not or there is not a person in that car.

[00:01:51] There is not there isn't and there's not anything I want to discuss.

[00:01:57] There plural.

[00:01:58] So that is how we use the singular form of there in the present. Let's look now at how we form the plural. Starting with the positive. There are is the plural form of there is.

[00:02:09] There is no contraction here though in spoken English, it almost sounds like there is a contraction. Let me give you a few examples of how its said properly and then how you will hear it from native speakers.

[00:02:21] There are many options. There are many options.

[00:02:25] There are no reasons why. There are no reasons why.

[00:02:28] There are two books. There are two books.

[00:02:31] Basically when speaking fast, we pronounce there are more as there, with a slightly stronger emphasis on the -r. Don't worry about speaking like that. But if you hear something like that now, you know! So now let's change our previous singular examples to the plural.

[00:02:49] There are dogs in front of the house.

[00:02:51] There are people in that car.

[00:02:53] There are some things I want to discuss.

[00:02:55] And again, if you were hearing a real conversation between native speakers, it might sound something more like this.

[00:03:01] There are dogs in front of the house.

[00:03:03] There are people in that car.

[00:03:04] There's some things I want to discuss.

[00:03:07] The -r really gets mushed together.

[00:03:10] Plural questions.

[00:03:11] We make a question with there are the same way we did with there is. We invert. Make our there are examples into questions and continue the video when you are ready.

[00:03:21] There are dogs in front of the house.

[00:03:25] Are there dogs in front of the house?

[00:03:27] There are people in that car?

[00:03:31] Are there people in that car?

[00:03:33] There are some things I want to discuss.

[00:03:38] Are there some things you want to discuss?

[00:03:40] Plural negative.

[00:03:41] The negative isn't too difficult. Now we just add not after are, which can be contracted to aren't.

[00:03:48] There aren't dogs in front of the house.

[00:03:51] There aren't people in that car.

[00:03:53] There aren't some things I want to discuss.

[00:03:55] Just a minor note: usually 'things' will turn into anything. Usually some things or something will turn into anything in the negative, but we will discuss some and any later in this course. In spoken English, however, this rule is often ignored.

[00:04:10] Uses of there.

[00:04:12] Let's look at how to use there now. And this use applies to all other tenses, so pay attention.

[00:04:17] 1st, we use there to draw or bring attention to something and introduce a new topic or event.

[00:04:23] There is a play tonight and I want to see it.

[00:04:26] Look, there's a person standing there.

[00:04:28] Traffic is terrible. Is there an accident? No, there isn't an accident. There's construction.

[00:04:33] Are there people outside? It's so loud.

[00:04:36] 2nd, with numbers and quantities.

[00:04:38] There's a lot of snow today.

[00:04:40] There are many people here.

[00:04:42] Are there a lot of you?

[00:04:43] Is there a seat available?

[00:04:45] There isn't a single person here!

[00:04:47] 3rd, to say where something is.

[00:04:50] Is there a backpack on the table?

[00:04:52] There are people at the party.

[00:04:54] There is a mailbox at the end of the street.

[00:04:56] There are frogs in the pond.

[00:04:58] There aren't batteries in that drawer.

[00:05:00] 4th, with an expression of quantity and the to-infinitive.

[00:05:04] Is there 'anything' TO DO here?

[00:05:06] There is 'a lot of' time TO WASTE.

[00:05:08] There aren't 'many' times available TO CALL.

[00:05:11] Are there 'any' games TO PLAY?

[00:05:13] There are 'a few' ways TO DO it.

[00:05:15] 5th, with an expression of quantity and an -ing verb.

[00:05:19] There are 'some' people askING about you.

[00:05:21] There is 'a bunch' of food goING bad in the fridge.

[00:05:24] Is there 'someone' waitING for me?

[00:05:26] There aren't 'any' movies beING released.

[00:05:28] There are 'a lot of' people trYING to do it.

[00:05:30] Native speakers and incorrect there's use.

[00:05:33] For the present, as well as the tenses in the next lecture, a lot of the time us native speakers will say there's instead of there are. Because it's just easier to say! Even though it's incorrect.

[00:05:46] We don't always do this but it is always in more informal conversations. So pay attention because if you hear it, it's probably just because there's is easier to say than there are. And also because there's been is easier to say than there have been.

[00:06:01] You shouldn't do this though. At least not on a test.

Practice

1. Make the following sentences negative

- a. There is a house
- b. There are people at the party
- c. There are some reasons
- d. There is something in the road
- e. There is a concert we should go to

2. Make the following sentences plural or singular

- a. There is a man in front of us
- b. There's a car following me
- c. There's some books on the table
- d. There's someone asking for you
- e. There's one problem with that idea

3. Make the following sentences into questions

- a. There is a good reason
- b. There is some food left
- c. There are some available
- d. There are people having fun
- e. There is nothing to do here

4. Give the 5 uses of “there” and write an example for each

Answers

1. Make the following sentences negative

a. There is a house

i. **There is not / there's not / there isn't**

b. There are people at the party

i. **There aren't ...**

c. There are some reasons

i. **There aren't any ...**

d. There is something in the road

i. **There isn't anything ...**

e. There is a concert we should go to

i. **There isn't / there's not a ...**

2. Make the following sentences plural or singular

f. There is a man in front of us

- i. There are men in front of us**
- b. There's a car following me
 - i. There are cars following me**
- c. There's some books on the table
 - i. There's a book on the table**
- d. There's someone asking for you
 - i. There are some people asking for you**
- e. There's one problem with that idea
 - i. There's a few problems with that idea**

3. Make the following sentences into questions

- k. There is a good reason
 - i. Is there a good reason?**
- b. There is some food left

i. Is there some food left?

c. There are some available

i. Are there some available?

d. There are people having fun

i. Are there people having fun?

e. There is nothing to do here

i. Is there anything to do here?

4. Give the 5 uses of “there” and write an example for each

1: Introduce a new topic or event

There's a new restaurant I want to try

2: Used with numbers and quantities

There is barely any snow today!

3: To say where something is

There are staples on the desk

4: With an expression of quantity and the “to infinitive”

Is there someone to do it?

5: With an expression of quantity and an -ing verb

There are movies discussing that

Practice

1. In your own words, when do we use may and might when expressing possibility?

a. Which one is more certain?

b. Does this rule apply in spoken English?

2. Change each sentence to use may or might

a. It's raining tonight

b. They've been to the store already

c. We are upset

d. She's arriving later

e. He has gone to the store

3. Turn the following into questions using may or might

a. I go to the store

b. She has the wifi password

c. He comes with us

d. She asks a question

e. We have it

Answers

1. In your own words, when do we use may and might when expressing possibility? **We use them to show**

that something has the possibility of occurring

f. Which one is more certain?

i. **May. With around 50% certainty of happening, while might can be considered to have less certainty, like 30%**

g. Does this rule apply in spoken English?

i. **No, in spoken English they are the same, and the degree/amount of certainty depends on the speaker and their tone of voice and circumstance**

2. Change each sentence to use may or might

h. It's raining tonight

i. **It may/might be raining tonight**

i. They've been to the store already

i. **They may/might have been to the store
already**

j. We are upset

i. **We may/might be upset**

k. She's arriving later

i. **She may/might be arriving later**

l. He has gone to the store

i. **He may/might have gone to the store**

3. Turn the following into questions using may or might

m. I go to the store

i. **May/might I go to the store?**

n. She has the wifi password

i. **May/might she have the wifi password?**

o. He comes with us

i. **May/might he come with us?**

p. She asks a question

i. **May/might she ask a question?**

q. We have it

i. **May/might we have it?**

Practice

1. You will see a subject and a skill that a person might know how to do, make a sentence using can in the present positive, negative, and a question

a. he/can/guitar

b. she/can/sing

c. you/can/play tennis

d. we/can/dance

2. Using the same subjects and skills from Question 1, now put them into the past using “could”, and explain if they are able to do these skills in the present by using “but” or “still”

a. he/can/guitar

b. she/can/sing

c. you/can/play tennis

d. we/can/dance

3. You just practiced using “can” related to ability and skill, in your own words, how do we use can and could related to permission?

Answers

4. You will see a subject and a skill that a person might know how to do, make a sentence using can in the present positive, negative, and a question

a. he/can/guitar

- i. **He can play guitar**
- ii. **He can't/cannot play guitar**
- iii. **Can he play guitar?**

b. she/can/sing

- i. **She can sing**
- ii. **She can't/cannot sing**
- iii. **Can she sing?**

c. you/can/play tennis

- i. **You can play tennis**

ii. You can't/cannot play tennis

iii. Can you play tennis?

d. we/can/dance

i. We can dance

ii. We can't/cannot dance

iii. Can we dance?

5. Using the same subjects and skills from Question 1, now put them into the past using “could”, and explain if they are able to do these skills in the present by using “but” or “still”

a. he/can/guitar

i. He could/couldn't play guitar... but/still ...

b. she/can/sing

i. She could/couldn't sing ... but/still ...

c. you/can/play tennis

i. **You could/couldn't play tennis ... but/still**

...

d. we/can/dance

i. **We could/couldn't dance ... but/still ...**

You just practiced using “can” related to ability and skill, in your own words, how do we use can and could related to permission?

1st, we can use can and could to ask people to do things for us, making requests. 2nd, we can use can and could to ask for something, like when we order at a bar, restaurant or café. 3rd, we can use can and could to see if it's alright to do

something, if it's acceptable or allowed.

8.2 CAN COULD

Can and could.

[00:00:02] Can and could often mean the same exact thing, used in the same exact way! To make it a little confusing, could is also the past tense form of can, meaning 'to be able to do something.' Capable.

[00:00:16] And there are just a few situations where they are used differently, can and could.

[00:00:21] Let's start by looking at the able to structure, and its meaning.

[00:00:25] Present tense, able to.

[00:00:27] Can doesn't change depending on the conjugation. Meaning it doesn't change when the subject changes, because it's a modal verb.

[00:00:34] So like any good present tense sentence, we have the subject, the verb can, and we follow that with our main verb, the action verb in the infinitive. Here are some examples.

[00:00:45] I can run really fast.

[00:00:48] What I'm saying is I'm able to run fast. It's something I can do, capable of doing.

[00:00:54] They can speak four languages.

[00:00:57] I'm saying it's a skill they have. Maybe they're not speaking those languages right now, but they are able if need be.

[00:01:05] Past tense for able to.

[00:01:07] The past tense form of can is could. So now in the past we have the subject, then could, and our main action verb in the infinitive.

[00:01:15] Remember that in the present we use can to mean something we have the ability to do. It's a general characteristic. So when we use could, it sounds like a past habit or characteristic that has changed in the present. We no longer have this skill. Don't or aren't capable of doing it today. That's why often after a past tense sentence with could, we hear 'but' to explain how things are different today. Let's put our previous examples into the past to make it clearer.

[00:01:45] I could run really fast.

[00:01:47] So I'm talking about some moment in the past. Maybe when I was a teenager in high school, I could run really fast. But now today, maybe I'm really old, so I can't run fast anymore. So could describes something I used to be able to do. A past ability or characteristic that has changed. Does not exist anymore in the present.

[00:02:08] They could speak four languages.

[00:02:11] We're in the past again now. Let's say the people we're talking about lived in several different countries as children. So when they were young and using and practicing these languages, they could, they were able to speak them. But now let's imagine that they are adults. They stop living in those countries long ago and as a result, they no longer practiced the languages and forgot them. So in the past they could speak the languages, but not anymore!

[00:02:38] Can't vs can not/cannot.

[00:02:40] Of course, we can also make can negative. It's pretty easy to do. We still put the subject first, then cannot/can not or can't and our main action verb in the infinitive. So cannot/can not is often contracted, shortened to can't. There's really no difference here. All the same contraction rules I've told you about before apply here as well. Can not/cannot is used for more emphasis to really stress the negation. In terms of formal, informal though, there's not really any of that. Can't is just much more popular.

[00:03:14] Let's turn our present examples from before into negative examples.

[00:03:18] I can run really fast becomes.

[00:03:24] I can't run really fast or I cannot/can not run really fast.

[00:03:28] They can speak four languages becomes.

[00:03:34] They can't speak four languages or they cannot/can not speak four languages.

[00:03:38] Pronunciation.

[00:03:40] Before we make the past negative, we have to focus on the pronunciation of can't. For cannot it's pretty similar for British and American English. No real difference. Can not. Can not. But can't has a very big difference in pronunciation!

[00:03:56] Starting with can. Brits and Americans pronounce this the same can can can. But in the negative, there is a big difference. In American English, we just add a t sound to the end. Can becomes can't. Can can't. The vowel does not change. This can cause some confusion because sometimes we don't hear the T at the end. So we say you can or you cannot?

[00:04:22] However in British English, they change the vowel sound of the a when it's negative. So it becomes can't can't can't can't. But if you want to speak American English, if you want an American accent, you have to say can't, because when I hear can't, it sounds very British. You need a consistent accent. So you need to sound completely British or completely American. It's your choice. But pick one!

[00:04:51] Past tense negative: was not able.

[00:04:54] Okay making the past negative with could is easy. We just add not to the end, so we can say could not or the contracted form, couldn't. So could in the positive becomes could not or couldn't. Couldn't..

[00:05:10] I couldn't run really fast and I still can't or I couldn't run really fast, but now I can.

[00:05:18] They speak a foreign language and I still can't, or they couldn't speak a foreign language, but now they can.

[00:05:24] Remember we often use could to show that something is different today and to connect those ideas we use but to show difference, but we can also use it to show that something is the same has not changed. To do this, we use still to connect those ideas.

[00:05:40] Question time! Questions are easy. All we do is move can to the beginning of the sentence. Follow it with the subject and finish with our main verb in the base form. Make our original examples into questions and see how you do.

[00:05:54] I can run really fast.

[00:05:59] Can I run really fast?

[00:06:00] Yes. Yes, I can or No, I can't.

[00:06:03] They can speak four languages becomes.

[00:06:08] Can they speak four languages? And you can respond? Yes. Yes, they can or no. No, they can't.

[00:06:14] Past questions.

[00:06:16] Now. Let's do the same for the past. We put could at the beginning of the question, put the subject after it and finish with our main verb in the infinitive. So starting with it in the positive.

[00:06:27] I could run really fast, as a question.

[00:06:33] Could I run really fast and to respond?

[00:06:35] Yes. Yes, I could or no. No, I couldn't.

[00:06:38] They could speak four languages becomes.

[00:06:44] Could they speak four languages? And to respond, yes. Yes, they could or no. No, they couldn't.

[00:06:51] Can and could for permission.

[00:06:54] When asking for permission can and could have the exact same meaning and are used the exact same way.

[00:07:00] The only difference is that could has a slightly more formal and polite sound but really we use them both all the time in spoken English. So how do we form these can and could sentences when asking for something or trying to get permission?

[00:07:14] Structure! In terms of structure, compared to asking questions before, nothing really changes. We put can or could at the beginning of the question like we did before and we put the person who is making the request or the person were making the request for, after it. And then we put our main verb in the infinitive. I'll show you a couple examples. Each of these sentences as a small subtle change in use. So I'll explain that too!

[00:07:40] Hi. Can I use the bathroom, please?

[00:07:42] We can also say hi, could I use the bathroom please?

[00:07:45] My son hurt his leg. Could we please use your phone?

[00:07:48] Or my son hurt his leg. Can we please use your phone?

[00:07:51] With the sentences I just gave you, I was asking if it was all right for me to do something. I was asking about my own behavior and not exactly making a request. So when expressing this we need to refer to ourselves or yourself, if it's just you.

[00:08:07] Could you please cook this a little longer?

[00:08:09] Or can you please cook this a little longer?

[00:08:12] Can he wait one second, please. I'm busy.

[00:08:14] Or could you wait one second, please. I'm busy .

[00:08:17] With the previous two examples. You can see that I'm saying could you and could he and this indicates a request because the subjects refer to someone else or someone who is not part of my group. That indicates that I'm asking someone else to do something for me, or for who I'm with.

[00:08:35] Can I get a soda? Thanks.

[00:08:37] Or could I get a soda? Thanks.

[00:08:40] Could we get the steak and french fries? Thanks.

[00:08:42] Or can we get the steak and french fries? Thanks.

[00:08:45] The most common way to order food or drink is to say can I get or can I have followed by the thing you want. It is also just as popular to ask, could I get or could I have.

[00:08:58] If you didn't notice, that's what I said in the past two examples. So if you're at a bar a cafe or a restaurant. Any place with food or drink, that's how you should order the food or drink. Some more examples. I'm going to give you a few situations. You will see where the person is and what the person is requesting or asking permission to do. Make a request with can or could for each one.

[00:09:21] I need to use the bathroom, but I need to ask for permission from the person working first.

[00:09:29] Excuse me. Could I use the bathroom please, or can I use the bathroom, please?

[00:09:34] If you need to get someone's attention, excuse me is the most popular and polite way. Pardon me, at least in the United States, is not as common. And like I mentioned before, it's better to be more polite than to seem rude. So use please and thanks at the end.

[00:09:51] Another situation. I'm eating at a restaurant and the door is open, but it's very cold outside. I need to ask the waiter to close the door.

[00:10:02] Excuse me. Can you please close the door? It's very cold. Or, could you please close the door.

[00:10:08] Our next example. You are a tourist in a city and need help finding a famous park nearby called Millennium Park. You see a man who appears friendly ask him if he knows how to get to the park.

[00:10:23] Excuse me, sir. Can you please tell me how to get to Millennium Park? Or, could you please tell me how to get to Millennium Park?

[00:10:29] Politeness.

[00:10:30] When speaking a language that you're learning. Even if you're very Advanced because you sometimes make mistakes or you don't know something or say something that doesn't sound natural, you might sound rude. So when using can or could to make a request to order something or ask for permission, I really recommend that you say please and thanks. Adding this will help show that you are trying to be polite and will help avoid any negative situations when using English.

[00:10:56] Conditional sentences.

[00:10:57] If you are more advanced you might have noticed that I did not talk about 'i'f sentences, conditional sentences, that use could have. For example if I had saved more money, I could have went on a trip. To understand all the conditional sentences, the zero conditional to the third conditional, go to the conditional sentences if questions and sentences at the end of this course.

8.3 SHOULD

Should is most commonly used to express what is desired or ideal. What is the right good thing to do, and what is the bad or wrong thing to do. So we use it mostly to give advice and encourage people or ourselves. To express this meaning we use should in the present simple and the present perfect.

[00:00:17] Let's start with the present simple.

[00:00:19] Present simple positive.

[00:00:21] We start with the subject as we always do, we put should after it and our main verb in the infinitive after that. In the simple positive, usually the ideal good or desired action will be mentioned. Here are some examples.

[00:00:35] You should eat healthy.

[00:00:37] Eating healthy is good. It's the ideal thing to do.

[00:00:40] We should wake up early or we might be late.

[00:00:42] The other options have bad consequences, bad consequences, like making us late.

[00:00:47] I should stop going to bed so late. Here, it means going to bed late isn't good. It's not ideal. So I should stop doing it!

[00:00:55] Present simple negative. Okay.

[00:00:57] Now we're going to be talking about things that are not ideal are undesired. The bad options or things you shouldn't do. In the negative. So things the subject should not or shouldn't do. So subject, should not or shouldn't, and then the main verb in the infinitive.

[00:01:16] Pronunciation note.

[00:01:17] Just some quick pronunciation here.

[00:01:20] I should not go becomes I shouldn't go.

[00:01:24] We shouldn't wait. We shouldn't. Should not wait.

[00:01:30] Let's look at some present simple negative examples with shouldn't.

[00:01:33] You shouldn't spend so much money on clothes. Here, it appears that this person is spending a lot of money on clothes too much money, so they should not do it. It's not a good idea. It's a bad idea not ideal to spend that amount of money on clothes.

[00:01:48] It shouldn't do that. I think it's broken.

[00:01:51] In this case. We're talking about a thing like a tech device or gadget and it sounds like it isn't working properly. It's doing things it shouldn't, which means malfunctioning. It should work properly. But instead it's not.

[00:02:04] Present simple questions.

[00:02:06] We ask questions with should mainly for getting advice. So in the positive and negative, we are generally giving advice or describing what is right or wrong. But in a question, we're asking for these opinions. So now we put should at the beginning and then the subject and then the main verb, so let's turn our simple positive examples into questions.

[00:02:28] You should eat healthy becomes.

[00:02:31] Should I eat healthy? And here I'm asking for advice. Maybe I'm asking a friend or a doctor. What should I do?

[00:02:37] We should wake up early or we might be late this becomes.

[00:02:43] Should we wake up early? In this instance, I'm asking because I don't know. I'm getting another person's opinion before I decide or maybe I'm asking myself.

[00:02:51] I should stop going to bed so late becomes.

[00:02:55] Should I stop going to bed so late? And I'm not sure, so I'm asking trying to find out what is right and wrong ideal and bad. And yeah, I probably should stop going to bed so late.

[00:03:07] Present perfect.

[00:03:08] The use of should in the present perfect has the exact same meaning about thinking of something as good or bad to do. Giving advice also and asking for advice in a question.

[00:03:18] The only thing that changes is the time we're referring to. So we need to understand how to use the present perfect. If you haven't watched the present perfect videos go to that section the present perfect. Let's start with forming should in the present perfect positive. The subject comes first, then should followed by have or has and then the past participle. Let's change our original present simple positive examples into the present perfect.

[00:03:44] You should have eaten healthy.

[00:03:45] So now the decision is something that just happened and is impacting me now. It is something I should have done eating healthy was a good choice, but I didn't listen, and now I'm experiencing negative effects because of it.

[00:03:57] We should have woken up early.

[00:03:59] Again, this sounds like a regret, an action that very recently occurred in the past and is affecting the current situation. Maybe because I didn't wake up early, now. I'm late for work school or a flight whatever.

[00:04:12] I should have stopped going to bed so late.

[00:04:15] Our final situation where it looks like again. I realized the good behavior that I should have adopted, but didn't and now I suffer because of it.

[00:04:24] Present perfect negative.

[00:04:27] We don't change much here. We still start with the subject and then should not or shouldn't, followed by have or has and the past participle. Here are some examples.

[00:04:37] They shouldn't have stolen those things.

[00:04:39] Very similar to the present perfect positive use of should because they're expressing regret about something that just happened and how it affects them now. The main difference is we're focusing more on the negative action that created the negative result.

[00:04:54] I shouldn't have lied to her.

[00:04:56] More regret. It was a bad decision to lie. And since we're using the present perfect, there must be some negative consequence now, I shouldn't have done it, but it sounds like I did.

[00:05:06] She shouldn't have cheated on the test.

[00:05:08] She shouldn't have, but it looks like she did cheat on the test. And now in the present there is a negative consequence. As in most of these examples. We don't know what exactly, but it's understood, implied based on the context. If you're having trouble understanding these meanings with the present perfect or present simple go back and review those sections.

[00:05:29] Think... should...

[00:05:31] We have another popular way to express opinions about what are the right and wrong actions to take and share advice by saying I think, followed by should. So think is the opinion of the person speaking and the should is the good or right thing you want them to do. There are a lot of tense combinations you can use with the structure. So I'm going to write a few examples to help you understand.

[00:05:53] I thought you should have done it. So why didn't you?

[00:05:56] We think you should go to college in Europe.

[00:05:58] They've thought about it and have told me I should go to the police.

[00:06:01] You think I should have invested more money in the company?

[00:06:04] Ought to.

[00:06:05] I'm guessing you have seen ought to before, but didn't know how to use it properly, or how to say it. English has a lot of these ough words that have a lot of different pronunciations here, though. It's pronounced ought. It's like the past tense of to buy, bought. Bought, ought. And actually it's the same pronunciation as catch in the past, too. Caught, bought ought. Also in general English, ought to, and it's negative form, ought not to, are pronounced oughta and ought not to. Like the Spanish word nada.

[00:06:43] I ought to go now.

[00:06:45] I ought not to do it.

[00:06:47] I ought to try it.

[00:06:48] You ought not a lie to me.

[00:06:50] Anyways ought to has the same exact meaning as should. For structure, It's exactly the same in the positive, for questions and in the negative where it becomes ought not to. In my opinion. It just sounds a little more formal than should.

[00:07:07] You should eat healthy. You ought to eat healthy.

[00:07:09] We should wake up early. We ought to wake up early.

[00:07:12] I should stop going to bed so late. I ought to stop going to bed so late.

[00:07:17] Must.

[00:07:18] We'll look at must more later. But for now just know that must is much stronger than should. So if I say you should do something, it's a recommendation that I hope you follow. If I say, you must do something. I really really think you should do it. It's more of a necessity in my opinion.

Practice

1. What are 5 things you should do to be healthy?

a. _____

b. _____

c. _____

d. _____

e. _____

2. What are 5 things you shouldn't do if you want to be healthy?

a. _____

b. _____

c. _____

d. _____

e. _____

3. Share 5 pieces of advice for a friend by using the structure “I think should”

4. What is the difference between must and should?

Answers

(there are many possible responses, so I will just share mine to help you)

1. What are 5 things you should do to be healthy?

a. You should exercise

b. You should eat low-sugar foods

c. You should sit for less than 45 minutes at a time

d. You should find a hobby

e. You should spend time with friends and family

5. What are 5 things you shouldn't do if you want to be healthy?

a. You shouldn't work too much

- b. You shouldn't eat fast food**
- c. You shouldn't drink too much**
- d. You shouldn't eat foods high in saturated fat**
- e. You shouldn't stay indoors too much**

6. Share 5 pieces of advice for a friend by using the structure "I think should"

- a. I think you should spend more time out of the house**
- b. I think you should find a new hobby**
- c. I think you should improve your diet**
- d. I think you should try making new friends**
- e. I think we should hang out more**

7. What is the difference between must and should?

- a. Must is more intense, more stress**

8.4 WOULD

In this lecture, we're going to look at how we use would to offer, request and invite someone to do something.

[00:00:06] There are other uses of would and I go over them in the past, the if conditional section, and the reported speech section.

[00:00:14] Contractions.

[00:00:15] Before we look at the uses of would. Let's quickly look at how we pronounce the would contractions, as you hear them in spoken English.

[00:00:24] I would I'd. I'd I'd like to go.

[00:00:30] He would he'd he'd he'd be interested.

[00:00:35] She would she'd she'd she'd probably have one.

[00:00:41] It would it it'd it'd be a good idea.

[00:00:46] This one's a little trickier, the it and would contraction. If you just look at it the T becomes basically silent and all we get is id. The T basically becomes silent and all we pronounce in the contraction is id. So it would becomes it'd.

[00:01:03] It it'd be a good idea.

[00:01:07] We would we'd we'd we'd go.

[00:01:11] You would you'd you'd. You'd be surprised.

[00:01:17] They would they'd they'd. They'd do it.

[00:01:21] Would is a great polite way to offer something to someone. It's a question. So we have to make sure to form it that way. That means would comes first. And then the person you are offering something to, and then finally the thing you are offering. I'll give you a few examples.

[00:01:37] Would you like a piece of pie?

[00:01:39] Oh, yes. I'd love one.

[00:01:40] Would you like some coffee in the morning?

[00:01:42] I know he would that's a great idea.

[00:01:45] Would she like a gift card?

[00:01:46] No, I don't think she would like that.

[00:01:49] Would versus do and does.

[00:01:51] It's important to notice the difference between asking would you like some pie, versus do you like pie.

[00:01:57] As well, would she like a gift card? Or does she like gift cards?

[00:02:02] Here's the thing would is for specific situations. It's not a general preference. That's what the present simple with do or does questions are for. So if I asked, does she like gift cards? It means in general, all of the time. Is this a gift that she likes to receive? If I ask, do you like pie?

[00:02:21] It means in general. Do you like pie as a treat or a dessert? While on the other hand, would you like pie can mean like for lunch right now, or in the specific moment I'm describing. It's not a general preference, however, And if I asked would she like a gift card, I'm talking about a specific circumstance or situation. Maybe it's her birthday tomorrow and I have to buy her something very quickly.

[00:02:45] Using would to invite someone.

[00:02:47] We also use would to invite people to do things and to do things with us. It's a great way to make plans or invite someone to do something. How we do this is start with the question word would, followed by the person we're inviting, then 'like to' and the action were inviting them to do. The action is in the infinitive, the base form. I'm going to put an action, and I want you to invite me using this form.

[00:03:13] The action go to a concert.

[00:03:18] Would you like to go to a concert?

[00:03:20] Go skiing?

[00:03:24] Would you like to go skiing?

[00:03:26] Go out to eat?

[00:03:29] Would you like to go out to eat?

[00:03:31] Watch a movie?

[00:03:35] Would you like to watch a movie?

[00:03:37] Using would to make requests.

[00:03:39] Would is super helpful when requesting something especially when ordering food and drink at a restaurant or cafe. But you can also use it just to express what you would like to

do in a particular moment. It's a more polite way to express your desire. Especially if you are declining someone's invitation or proposal to do something. Here are some examples.

[00:04:01] Hi, can I take your order?

[00:04:02] Yeah, I'd like the ham sandwich and she'd like a large coffee.

[00:04:06] Hey Sam, would you like to go to the theater tonight?

[00:04:09] No, I'm sorry. I have a headache. So I'd like to get some extra rest.

[00:04:12] Hi, how can I help you?

[00:04:14] Hi. I'd like to know if you are open on Sundays?

Practice

1. Contract the following “would” sentences

- a. I would like some coffee, thanks
- b. They would like to come, too
- c. We would all like some
- d. He would love to come, but he’s busy
- e. She would prefer not to go out tonight

2. Explain the difference for each pair

- a. Do you like coffee? / Would you like a coffee?
- b. I don’t like horror movies / I wouldn’t like to see
the horror movie
- c. Would you like to go out tonight? / Do you like to
go out?

d. Do you like to listen to music? / Would you like to listen to music?

e. I wouldn't like to travel / I don't like to travel

3. In your own words, explain which use we're using in each of the following sentences (inviting, making a request, offering)

a. I'd like the grilled steak, please

b. Would you like to see it?

c. Would you like to go with us?

d. Would you like a slice of cake?

e. I would like to stay home tonight

Answers

1. Contract the following “would” sentences

f. I would like some coffee, thanks

i. I’d like ...

g. They would like to come, too

i. They’d like ...

h. We would all like some

i. We’d all like ...

i. He would love to come, but he’s busy

i. He’d love to ...

j. She would prefer not to go out tonight

i. She’d prefer ...

4. Explain the difference for each pair

a. Do you like coffee? / Would you like a coffee?

i. Do you like coffee is asking about your general preference, not about a specific moment that I'm asking about. So even if I do like coffee, and you offer some using "would", I might not to drink any in that specific moment.

b. I don't like horror movies / I wouldn't like to see the horror movie

i. If I say "I don't like horror movies", I never enjoy them. I never want to watch them. But if I say "I wouldn't like to see the horror movie", I'm saying that I'm not in the mood right now, that I prefer to see a different movie.

c. Would you like to go out tonight? / Do you like to go out?

- i. **In the “would” question, we’re talking about a specific time. So maybe I am in the mood to go out, but also maybe I’m tired or have other plans. The “Do” question is asking if this is something I like to do in general.**

d. Do you like to listen to music? / Would you like to listen to music?

- i. **The “Do” question means, do I ever listen to music, is it something I consider a hobby or interest. The “Would” question**

**is asking if I want to listen to music in
that specific situation.**

e. I wouldn't like to travel / I don't like to travel

- i. The “wouldn’t” example means in that
situation I think travel is a bad idea, and I
wouldn’t do it. In the “don’t” example I’m
saying in *any* situation it would seem like
a bad idea to me, because it’s not
something I like to do**

5. In your own words, explain which use we’re using in
each of the following sentences (inviting, making a
request, offering)

a. I'd like the grilled steak, please

- i. Making a request**

b. Would you like to see it?

i. Inviting

c. Would you like to go with us?

i. Inviting

d. Would you like a slice of cake?

i. Offering

e. I would like to stay home tonight

i. Making a request